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ABSTRACT

A summary of the original 14 federally funded Regional Education Programs, which served as models of ways in which postsecondary campuses can provide services to disabled students, is presented, along with recommendations for an effective program, annotated bibliographies, and four fact sheets designed to answer specific questions about handicapped people in colleges and universities. The program summaries address the program goal, institutional setting and background, administrative location and staffing of the program, program objectives, and students served. Stipulated programs for deaf students were undertaken at California State University at Northridge, Saint Paul Technical Institute, Seattle Central Community College, and Delgado Community College (New Orleans, Louisiana). Additional programs were: Queensborough Community College (Bayside, New York) program for homebound students; San Diego Mesa College program for learning disabled students; Metropolitan State College (Denver, Colorado) program for developmentally disabled adults; Western Oregon State College program for deaf students in education; Georgia State University social work courses for blind students; Southern Illinois University, Carbondale, career development and placement services for disabled students; State University of New York, Buffalo, comprehensive support services for disabled students; Wright State University (Dayton, Ohio) comprehensive support services for disabled students; and the American Council on Education national clearinghouse on campus support services for disabled students in postsecondary education. (SW)

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FEDERALLY FUNDED PROGRAMS FOR DISABLED STUDENTS:
Models for Postsecondary Campuses

A Summary of Regional Education Programs
1975-80

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INTRODUCTION

During the 1970's increasing numbers of disabled students were enrolled in colleges and universities in every part of the country. Prior to this, most disabled students chose to attend postsecondary institutions having special programs, such as Gallaudet College or those providing physical access, such as University of Illinois. However, the Education of All Handicapped Children Act (P.L. 94-142), the Rehabilitation Act of 1973 (P.L. 93-112), and more specifically the Regulation for Section 504 of that Act, all have paved the way for more handicapped students to receive a quality education and to have the freedom of choice to pursue their education in a variety of postsecondary institutions, not only in those especially designed for disabled persons. Provisions of Section 504 make clear the requirement that all schools receiving Federal funds (encompassing nearly all postsecondary institutions) must provide program access to disabled students who qualify for entrance.

The Regulation for Section 504 is quite clear that program access is required, but does not spell out how such access could be provided, or just how a college or university would set up and administer such programs. Neither P.L. 94-142 nor Section 504 include any provisions for assisting the 3,000 postsecondary institutions in implementing program access requirements or in setting up support services for disabled students. Other legislation provided Federal funding for assistance on a limited scale. The Department of Education, Office for Civil Rights (formerly HEW/OCR) was authorized to fund technical assistance to a variety of recipient groups nationwide. The American Council on Education, through Project HEATH (Higher Education and the Handicapped), has provided technical assistance to colleges and universities since 1977 under that authorization. The Department of Education, Office for Special Education and Rehabilitative Services (formerly HEW, Bureau of Education for the Handicapped) has been authorized to fund the Regional Education Program (REP) since 1975. The REP has supported a total of 15 programs including HEATH/Closer Look Resource Center under whose auspices this survey has been prepared. The other 14 programs are viewed as models of various ways in which disabled student services can be provided in the host institution. This publication describes in detail these Regional Education Program projects.

STRETCHING THE FEDERAL DOLLAR THROUGH THE REP

The Regional Education Program described in this book illustrates how a relatively small amount of Federal money can have an impact far beyond the dollars spent. By initiating the selected model programs, the Federal dollars sparked ideas and bore developmental costs to provide services and methods of delivery under a variety of circumstances and in a variety of settings. These programs were in place when higher education institutions were required to respond to the 504 Regulation. It was to places such as Wright State University, State University of New York at Buffalo, and University of South Dakota that administrators were looking to "see how it should be done." Model programs such as the 14 Regional Education Programs allowed other institutions to pick and choose, modify and alter, ideas which have worked and practices which had been streamlined through trial and error. It should be emphasized that most of the programs described herein, which began as model programs under the REP Federal funding, are continuing today without Federal funding. Information about how this transfer of responsibility was accomplished and how the services are being sustained, is included.

PREPARATION OF THIS BOOK

In order to prepare this publication, an extensive survey of the 14 regional projects was conducted by the staff at HEATH/Closer Look Resource Center. The major purpose of the survey was not to evaluate these programs, but rather to make available to the entire higher education community and other interested parties the experience and information gained during the developmental and implementation stages of these programs which served the support services needs of disabled students, faculty, staff, and administrators at a great variety of institutions and locations. This publication contains information about the planning, funding, implementation, and evaluation of each program. The objectives mentioned for each program were defined in their proposals for funding. Student populations served and characteristics of institutions are described. Information is also given on subjects such as how the program fits into the administrative structure and the whole of the institution, how the programs involved disabled persons in decision making and service provision, ways to involve community resources, special projects to train faculty and/or change attitudes toward disability, resources developed in the programs that are available to other institutions, and strategies for continuation of such programs after Federal funding has ceased.

TO WHOM IS THIS BOOK DIRECTED?

This publication is intended for a variety of readers. Those professionally involved in the following categories may find the book especially useful:

- Federal and state legislators, and those assisting them can learn of the outcomes of legislation which provided model programs in order to judge the cost benefits of endorsing similar programs in the future. The book is a record of the accomplishments of the REP to date.
- Federal, state, and local agency program officers will find the publication useful in designing technical assistance programs and encouraging the development of selected model programs from which the entire nation can learn.
- Officials of non-governmental funding sources can utilize the information about existing programs to aviod duplicating models which are already operational.
- Campus administrators, including the president, deans, faculty representatives, 504 administrators, student service personnel, handicapped student support service providers, as well as those in admissions, physical plant, and placement, will find a great deal to interest them. Opportunities have increased for disabled elementary and secondary students and as a result, colleges and universities can expect more disabled students to qualify for admissions. Also, as postsecondary enrollment declines, institutions of higher learning are seeking ways in which to appeal to a diverse student population and attract them to their campus. Thus, if the institution can feel secure in providing program access, then qualified disabled students will be recruited and will choose these institutions. This book provides the names of contact people on the demonstration campuses who are excellent resources for planning purposes.
- Career, college, rehabilitation, and life management counselors as well as consumer advocates will find information in this book which will help them assist their clients to ask appropriate questions about support service provision at any campus under consideration. The book will provide suggestions to clients and even non-educational institutions about how to provide necessary accommodations in a cost efficient manner.
- The HEATH/Closer Look Resource Center will continue to use the information gathered herein as a basic resource to respond to inquiries which come from campuses, government officials, disabled students and their advocates.

A NOTE TO READERS

In the chapters that follow, the reader will find information about the history and development of the Regional Education Program, a detailed description of each program, and recommendations on running an effective program. The reader is encouraged to contact any program for specific information or resources.

It should be noted that several of the projects were funded before the promulgation of the 504 Regulation and thus that a few of their activities (e.g., required medical examinations) became illegal under that Regulation. If there is any doubt on the part of the Reader as to the legality of a certain action, he or she should contact the project themselves or the staff of Project HEATH for clarification.

Further, the HEATH/Closer Look Resource Center is available to answer questions, provide resources or make appropriate refferals to anyone interested in providing program access to disabled students on America's campuses .

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BACKGROUND OF THE REGIONAL EDUCATION PROGRAM

An influx of returning disabled veterans from World War I and an emerging national social consciousness created the need for a Federal/State program for vocational rehabilitation for handicapped Americans. Thus, Congress passed the Smith-Fess Act of 1920, which provided funds on a 50% state matching basis, to serve the purpose of encouraging states to initiate legislation for providing services to disabled persons. Funds could only be used to provide vocational guidance, training, occupational adjustment, prosthetics, and placement services.

The Vocational Rehabilitation Act Amendments of 1943 superseded the Act of 1920, and authorized major improvements to broaden the vocational rehabilitation program. For the first time services were extended to the mentally disabled. The Vocational Rehabilitation Act Amendments of 1954 included grants of Federal funds to encourage and support research into better rehabilitation and to conduct demonstration projects to spread the application of new knowledge to communities across the country.

The Rehabilitation Act of 1973 replaced the previous Vocational Rehabilitation Act and provided incentives for the innovation of new programs and the expansion of existing program and service capacities. It also outlawed discrimination against disabled people in any Federally funded programs.

It should be emphasized that these pieces of legislation all had as their goal *vocational* rehabilitation. The VR programs and goals were all career oriented and not education oriented. Disabled people were not generally expected to go to college, but rather to learn one of a few trades which had traditionally been associated with disabled people (e.g., printing for deaf persons).

The expansion of civil rights in America broadened the horizons for disabled people. Postsecondary education was no longer outside the realm of reason and disabled people enrolled in institutions throughout the United States. These institutions had little or no knowledge of the needs or capabilities of disabled students. The need for model programs was evident.

Prior to 1975, Federal funds, separately legislated for postsecondary education of disabled students and especially the hearing impaired, had been limited to two major institutions: Gallaudet College in Washington, D.C., and the National Technical Institute for the Deaf in Rochester, New York. In addition to these two programs, 41 others, which were not Federally funded, had some sort of support programs for hearing impaired students.

In the mid-1970's Congress determined that it was necessary to spread the Federal support to other geographical areas so that deaf students could have the opportunity to attend programs closer to home and to find job placement closer also. For this reason, Congress introduced into the Amendments of the Education for the Handicapped Act of 1974 the authorization for the Regional Education Programs. The Amendment's introduction included initial stipulation of three programs at California State University at Northridge, Seattle Central Community College in Washington, and St. Paul Vocational Institute in Minnesota, and specified sums to be allotted to each.

In the following year, 1976, the appropriation was increased, and by Senate action a fourth Congressionally stipulated program at Delgado College in New Orleans, Louisiana, was added. Also, in 1976, both Senate and House reports provided for the continuation and expansion of the Regional Education Program, with the stipulation that funding for model programs serving other disabled populations would not be made at the expense of the original four.

Nine awards of two-year to four-year duration were made. San Diego Mesa College at San Diego, California, received a three-year grant to serve learning disabled students at a community college level. Southern Illinois University at Carbondale, Illinois, received a two-year grant to develop career development and placement services for disabled students. Queensborough Community College of the City University of New York received a three-year grant to provide courses and educational support services to homebound students. The State University of New York at Buffalo received a four-year grant to provide general educational services and support to students with a variety of disabling conditions. Teachers College of Columbia University at New York, New York, received a four-year grant to provide technical assistance to colleges in the New York City area concerning their disabled students. The University of North Dakota at Grand Forks received a two-year grant to provide general educational assistance to enrolled disabled students from that traditionally underserved rural area. Wright State University at Dayton, Ohio, received a four-year grant to provide a diverse range of support services to its disabled students. Western Oregon State College, formerly Oregon College of Education at Monmouth, received a three-year grant to serve a deaf student population primarily in the education departments. Metropolitan State College at Denver, Colorado, received a three-year grant to operate a program for developmentally disabled adults.

As the projects were phased out, unspent program funds in 1979 and 1980 permitted the funding of two new projects: Georgia State University in Atlanta, which received an 18 month grant to develop social work courses to be used to teach blind students; and a three-year grant to the American Council on Education to establish a national clearinghouse of information and to sponsor this publication.

RECOMMENDATIONS FOR AN EFFECTIVE PROGRAM

During the process of writing this publication, the HEATH/Closer Look staff interviewed the Directors of all 14 Regional Education Programs about the various aspects of their projects. The Directors were also asked for recommendations about the creation and continuation of an effective program for disabled students in a postsecondary setting. This is a summary of their responses. A variety of elements which lead to successful programs are discussed here. Not all of them must be present for success, but in fact some combination of them does make for a program responsive to the needs of disabled students thereby allowing them to participate as fully as possible in the campus program.

We have divided the recommendations into categories which will highlight effective practices:

1) institution as a whole .
2) program within the institution
3) program staffing
4) disabled students themselves

THE INSTITUTION AS A WHOLE

Examine the Prevailing Attitudes of the School

Several Directors emphasized the necessity of viewing disabled students positively as another segment of a student population to be served. They felt that a program for disabled students would fare better in a school which has had a history of working with a diverse population of students. This type of school would be willing to accept and integrate yet another sizable population of "special" students. The administration of such a school would understand that these students have special needs and that these needs are not, of and by themselves, unreasonable. The faculty would be accustomed to teaching different types of students and would not be threatened by the need to alter their teaching style to accommodate the needs of disabled students. Also, a diverse student population would more easily accept and interact with a new population than a homogeneous one.

Administrators, staff, and faculty of an institution whose student population is limited in diversity may require a more concentrated effort at inservice training than may be necessary at a campus which is culturally diverse.

Provide Inservice Training

Training should include exploration about

1) different types of disabling conditions;
2) functional limitations caused by disabilities;
3) coping strategies, practical adaptations and auxiliary aids which disabled people have used successfully in the academic environment;
4) stereotyping and misconceptions about disabled students;
5) accommodations and resources which exist in the classroom or on the campus for the disabled students.

Include All Segments of Staff in Training

Inservice training should extend throughout the institution. For example, recruiters must have the knowledge to answer questions from potential students who are disabled. Housing and physical plant staff must be able to respond to special requests in an intelligent manner. Faculty members must be familiarized with the special needs of different types of disabled students (e.g. interpreters or tape recorders in the classroom). One Director mentioned the importance of educating not only the professional staff of a school, but also the clerical and support staffs, including maintenance people, cafeteria workers, secretaries, and library staff. Sensitivity on the part of support staff can reduce frustations and make all the difference in the total college experience of a disabled student.

Include Disabled Students as Trainers

Inservice training formats vary from intensive three-day workshops, to periodic and brief well designed presentations during faculty/staff meetings. Including disabled students as trainers, regardless of format, is an extremely effective strategy.

Secure a Commitment From Top Administration

Project Directors stressed the importance of securing, from the beginning, a commitment from the chief administrators of the institution for the disabled student service program. Such a commitment set the tone for the rest of the institution. Also, because institutional leaders are interested in the program, they will more likely include representatives of the program on planning and university-wide committees, thus insuring its integration into the regular campus activities.

Several Directors agreed that in the initial phase of providing student special services, the institution should reflect its commitment to the project by clearly stating the responsibilities and authority of the administrator in a job description. The danger of saddling an already overworked administrator or counselor with additional responsibility for which he or she is unprepared and/or has no time results in ineffective service.

THE PROGRAM WITHIN THE INSTITUTION

Examine the Position of the Program in the Institution

A disabled student service program should utilize available services and equipment already in place on campus, whenever possible. Establishing parallel services for handicapped students encourages isolation, redundancy of effort, and is not in the best interest of the student.

For example, the placement office should handle the placement needs of disabled students in the same manner as they would handle the placement needs of any student. When specialized assistance is needed (e.g. interpreters for job interviews), the disabled student services program can be called. Such program integration requires that the placement officer be familiar with and sensitive to the capabilities and needs of disabled students and graduates. This knowledge can be gained through inservice training, as mentioned above.

Secure Funding and Services From a Variety of Sources

Directors discussed the need to acquire services and funding from as large a variety of sources as possible. This variety of sources tends to insure that the program will not expire if one source is eliminated. Directors stressed that some of the most important aspects of their programs cost little or nothing and that creative planning can be more valuable than short-term funding. Student government, student clubs and organizations such as Kiwanis should not be neglected.

Contact the Development Officer

The Development Officer of the institution should certainly be made aware of the program so that opportunities for grants will be passed along to the program administrators, and that needs of disabled students can be considered and incorporated into any resource development of the college. Once again, effective inservice training can insure necessary cooperation.

Maintain a Public Image

A disabled student services program must reinforce its service-oriented image to the school frequently. Press releases for both the local and school newspapers are an effective way to maintain a positive image and also acquaint others with the need for funds and services. The inclusion of disabled students participating in various campus activities in the student newspaper, handbook, catalogue, and other media can provide the constant awareness by the rest of the institution and outside community about the program. Such media content conveys the indispensible attitude that the program is indeed an integral part of the institution.

Disabled students, themselves, also benefit from the fact that the general population of the school becomes familiar with their participation and begins to shed stereotypes.

PROGRAM STAFFING

Hire Effective Staff

Project Directors all emphasized the importance of acquiring effective staff to manage the day-to-day activities of a program. Relevant training, education, and experience are all ingredients of staff effectiveness, but it is also important that the staff responsibilities be clearly focused on the goals of the program. Enthusiasm and commitment to the goals of the program were also stated as ingredients of effectiveness. In comprehensive programs for disabled students, the major role of the staff is primarily that of coordinator of services existing in other departments of the school. Only when services do not exist should the staff provide them directly. For that reason, some Directors believe that training and experience in student affairs are more effective than that from special education and counseling.

Hire Disabled Staff

The presence of disabled professionals on campus creates a positive effect for the rest of the staff as well as the students and the institution. Disabled staff of a student service program are particularly effective in counseling roles. Their own success in completing college and being employed in an important position is proof that such possibilities are within reach. It is indeed possible that this person is the first adult disabled professional person with whom the student has contact. In the area of counseling, the effects of common experience and rapport can not be overemphasized. Where they exist, other disabled professionals on campus provide excellent role models for students and tend to break down attitudinal barriers for faculty, staff, and administrators.

Use Volunteers/Use Paid Personnel

There was some disagreement about the use of paid, rather than volunteer, notetakers, readers, and tutors. Paid personnel can be selected more carefully, evaluated more thoroughly, expect to undergo preservice and inservice training, are more accountable in their work, and are more reliable in performing the work than volunteers. Volunteers, however, often bring enthusiasm and personal commitment.

On the other hand, the lack of funds may prohibit paying people for these services, work-study funds may be scarce, the disabled student may not be eligible for vocational rehabilitation funds, and/or the institution may have limited funds. When money is limited, the faculty should be encouraged to seek volunteers from their classes upon request of the disabled student. Also, clubs and fraternities based on a particular discipline (e.g. French clubs) and honor societies should be encouraged to offer tutoring when requested.

College Credit for Volunteers—Interns and Practicum Students

Student volunteers may also receive credit for their work under field study or independent study arrangements with the Departments of Special Education, Social Work, Psychology or other appropriate areas. Directors all praised the work done for their programs by graduate students, interns, work-study students, and practicum students, and suggested that any program look into utilizing these people's services.

Evaluate Services

Some form of evaluation should be in place so that the disabled student can evaluate his/her support services. Also, some form of evaluation is recommended of the professional disabled student services staff by the students served. Some Directors also recommend follow-up evaluation by disabled graduates to determine long-range effectiveness, both of the support services and of the level of instruction at the institution.

THE DISABLED STUDENTS THEMSELVES

Develop Cohesiveness Among Disabled Students

Disabled student program Directors discussed the importance of developing a strong disabled students association. The initial effort of encouraging students and disabled consumers to organize has several positive results. They are able to become effective spokesmen for themselves, and as an advocate group, a disabled student association can also provide valuable evaluation and advice to the program, as well as to the rest of the institution.

Aim for a "Critical Mass"

Some Directors believe that a "critical mass" of disabled students is necessary for a program to be successful and effective. An indeterminate but sizable number of disabled students can form a cohesive peer group. The interaction within the group tends to create a sense of security and self-confidence from which the students can begin to interact with the general student population.

Even if the institution has just a few disabled students, however, a program for them is not automatically doomed to failure. Most institutions began their programs with just a few disabled students. A goal of attaining more than a few "token" students, however, is important.

Recruit

Project Directors all mentioned the importance of effective recruitment. With the increase of high school graduates who have been mainstreamed, recruitment no longer is limited to the traditional schools for the deaf or blind, although they, of course, should be contacted. All recruitment materials should be altered to include a discussion of services available for disabled students as well as pictures of disabled students participating in campus events. As mentioned above, recruiting teams should be able to answer standard questions from prospective students.

Use Students as Recruiters

Some programs have made excellent use of disabled students themselves as recruiters. These students are also invaluable aids at Career Days and High School Days on campus. A note of caution is necessary here. Disabled students are on campus primarily to receive an education and not simply to serve as role models or sensitivity training tools. Be considerate of their needs.

Encourage Disabled Students to Participate in Mainstream Activities

One project Director in particular praised her disabled student association for participating in and winning seats in the Student Government of the institution. Such activities prepare both the disabled and non-disabled students for postgraduate integration in society.

Encourage Disabled Students to Use the Program

Directors believe that an extensive outreach program is essential in order to inform disabled students early in their postsecondary experience about services available to them. The areas of career planning and developmental work were identified as especially important.

A final suggestion from the Directors is that each program must be creative in finding solutions to problems encountered, and that the students themselves are the single most valuable source of information for a successful program.

STIPULATED PROGRAMS FOR DEAF STUDENTS

CALIFORNIA STATE UNIVERSITY AT NORTHRIDGE

Stipulated Contract

GOAL

California State University at Northridge was one of the three programs for deaf students that were funded in the original authorization for appropriations for the Regional Education Program in 1975. Its goal has been to maintain a quality undergraduate program for deaf and hearing impaired students, particularly in the Western United States.

SETTING

CSU Northridge is a suburban university located in the San Fernando Valley north of Los Angeles. Its enrollment is approximately 28,000 with 49 baccalaureate programs and 30 different master's degree programs.

BACKGROUND

CSU Northridge has a long history of serving deaf populations. Since 1962 the University has, in cooperation with the Rehabilitation Services Administration and its predecessors, operated a National Leadership Training Program, which is a Masters level program in Administration and Supervision. In 1964 the first two deaf students enrolled in this program. The following year saw the hiring of the first deaf staff member for the Training Program. In 1968 sign language and interpreting classes were offered for college credit. A university program, Campus Services for the Deaf, was founded at this time to serve the increasing number of deaf students enrolling.

The 1970's saw a broadening of services and programs at CSU Northridge. Project DAWN (Deaf Adults With a Need), funded by HEW, established adult basic education programs across the country by training "grass roots" deaf adults in local communities. A summer MA program was initiated whereby hearing and deaf teachers of the deaf could earn a degree after two summers in residence on campus, plus extension courses. In 1972 the trustees of the California State University and College System designated CSU Northridge as a professional center for the training of deaf persons. In 1974 Federal grants were received for a National Leadership Program for Professional Workers in the Area of Deaf-Blind and for participation in a six member National Interpreter Training Consortium.

ADMINISTRATIVE LOCATION

These activities have been coordinated since 1972 by a campus office called the National Center on Deafness. Its director is responsible directly to the Vice President for Academic Affairs. The Regional Education funding was awarded to the Campus Services for the Deaf program (later called the Support Services to Deaf Students program), the director of which reports to the director of the Center on Deafness.

STAFFING

The Support Services to Deaf Students program includes an Administrator (Director), an Administrator of Planning and Evaluation, an Administrator of Interpreting and Communication Services, four full-time Lead Interpreters and two part-time Lead Interpreters, two Interpreter-Trainers, a Media Specialist, a Librarian, and clerical personnel.

OBJECTIVES

The program has the following objectives:

1) To identify and recruit qualified deaf students;
2) To facilitate their entrance into the University through admissions, registration and orientation procedures;
3) To provide necessary academic support services such as interpreting, counseling, notetaking, and tutoring;
4) To evaluate service delivery within the organization for purposes of program improvement;
5) To facilitate occupational placement of graduates in conjunction with the placement office.

Objective number one (recruitment) has been an ongoing activity since the grant was received. Recruitment has focused primarily on the secondary schools which serve deaf students through educational programs and support services, postsecondary institutions primarily west of the Mississippi River, and the other funded Regional Education Programs which do not offer upper level or graduate work. Special brochures were published and mailed nationally. The staff has participated in Career Days at other schools, spoken at professional conferences, and further publicized the program through announcements in professional journals.

This recruitment is conducted by Student Personnel Specialists who are responsible for fulfilling objective two (admissions and orientation). These specialists are employed by the Support Services for Deaf Students program to provide the following functions in terms of this objective:

1) Review applicants' records to make recommendations for admission;
2) Supervise an orientation program each semester for incoming students.

They also serve as trainers for internship and practicum students who are earning master's degrees in the area of counseling and student personnel work with deaf students. Deaf students as a group evaluate these services at the end of the school year through a "Consumer Questionnaire."

The National Center of Deafness also conducts a preadmission activity in the form of the summer high school student program in which deaf secondary students come on campus for a program of language enrichment, academic tutoring, career counseling, and academic advisement. Much of the tutoring has been conducted by qualified deaf students enrolled in CSU Northridge. The career counseling and academic advisement components have been conducted by the Student Personnel Specialists.

Objective number three (support services) includes areas of support, including sign language and/or oral interpretation, notetaking, counseling services, and academic tutoring.

Communications services for a program this size are extensive. Almost 20,000 hours of paid services were given by interpreters, and almost 10,000 hours of paid service given by notetakers and notetakers/communicators (notetakers with manual communication skills). In addition to notetaker and interpreter coverage for regular class room lecture situations, there were approximately 2,200 special requests for services at such events as seminars, field trips, guest lectures, meetings, practicums, internships, campus student government functions, special forums and lectures.

To meet the growing need for interpreters, the project has offered a number of interpreting and sign language classes each semester. Students in this and the above mentioned consortium program constitute the bulk of paid interpreters. Also, there are currently seven full-time or half-time interpreters and interpreter-trainers on the staff. In 1980, 33 separate communications service training activities were conducted, ranging from educational interpreting to deaf-blind interpreting.

Some students prefer to have a notetaker in place of an interpreter. Generally, these students are either from an oral background or are hard-of-hearing and are able to receive some information through residual hearing and/or choose not to request interpreting services as they may not know sign language.

A high percentage of the notetakers employed by the project are students who are enrolled in beginning level sign language classes and have begun to develop sign language skills. They are under the supervision of a Coordinator of Notetaking.

Counseling (including academic, personal, and career) is conducted by the Student Personnel Specialist, interns, and practicum students. In an academic capacity, they maintain an advisory relationship with students to assure proper course selection to meet Basic Education, Liberal Arts degree requirements. They also maintain cooperative relationships with department advisers to assure proper course selection by the deaf students and serve as resource persons to the University faculty who may request information and/or assistance. They conduct short-term workshops for deaf students such as leadership training, public speaking, and the use of interpreters.

Both individual and group counseling are conducted. During 1980, every deaf student in the program had at least one contact with a counselor for a total of 1,835 hours of individual counseling. Group counseling has focused on such specific themes as problems of the recently deafened as well as generalized personal growth.

The Support Services for Deaf Students program has had a Coordinator of Tutoring since 1975. This staff member has sought tutors who possess three vital characteristics: knowledge of the subject matter; ability to impart that knowledge in a logical, comprehensive manner; and flexibility in communicating with deaf students. In general, much of the tutoring is conducted by upper division or graduate level students who are in the teacher training program, some of whom are deaf themselves. An interpreter is used in situations where the tutor does not know sign language.

During 1980, there were 138 individual student requests for tutoring in 34 different subject areas. The Learning Resource Center and departmental learning labs were used when possible.

The university has expanded its remedial English courses to include special sections for deaf students. There are also special lower division English classes which are taught by an English instructor who is qualified in instruction of deaf students through sign language.

In connection with these support services, an extensive program of media development has been undertaken in cooperation with the Instructional Media Center at CSU Northridge. Instructional materials are made accessible to deaf students by captioning or inserting a sign language interpreter over the original film or videotape. State-of-the-art equipment enables deaf students to get the same word-for-word information from instructional films as do their hearing classmates.

Other projects include the translation of great books into sign language, the preservation of deaf history and signing styles in the Distinguished Deaf American series, and documentation of the growth of the National Association of the Deaf through the personal recollections of its past presidents.

The project has also developed several print aids for the students and personnel, including handbooks for tutors, notetakers, and interpreters and an in-house newsletter, "Newsbreak." These materials have established the policies and practices for each service and are distributed to all service providers. A monthly newsletter, "In Touch," is distributed to all deaf students and personnel.

Through a combination of funds from the State rehabilitation agency and private foundations, the National Center on Deafness has established the Telephone Communications Training Center. This training center provides deaf persons, hard-of-hearing persons, and persons in the fields of education, rehabilitation, and private industry with a place where they can see and try out various kinds of communications devices available to help hearing impaired people make better use of the telephone.

Finally in the area of support services, the Student Personnel Specialists provide liaison between the project and the CSU Northridge personnel. They serve as resource persons for faculty and staff who have specific, immediate concerns about working with deaf students in their classes. They also conduct a series of orientation sessions for faculty and staff, which are designed to acquaint them with the deaf student population, its special needs, capabilities, and interests. They also coordinate a Program Bureau which serves to identify and develop deaf students' talents and share these talents in on-campus and off-campus programs and activities.

The fourth objective (evaluation and improvement) continues to be an ongoing concern for the program.

For the interpreters, there are required weekly inservice training sessions. These training sessions are evaluated by the participants and the instructors. The staff interpreters as well as the Administrator of Interpreting and Communication Services visit classrooms, seminars, and laboratory sessions to observe each interpreter on the job. A written summary of each visit is later reviewed by the observer and the interpreter, and skill-building activities are sometimes recommended. Deaf students using interpreters evaluate them both on an ongoing individual basis and as a group at the end of each school year through the "Consumer Questionnaire."

Notetakers must furnish monthly copies of the notes taken on the job to the Coordinator of Notetaking. This material becomes one of the evaluation components, and is critiqued on an individual basis. All notetakers are required to attend a two-session inservice training activity to develop notetaking skills. These sessions are evaluated by participants and instructors. Deaf students using notetakers evaluate them in the same way as they do the interpreters.

For the tutors, there are inservice training sessions with required attendance. These sessions are evaluated by participants and instructors. Tutors are regularly observed in the work situation by the Coordinator of Tutoring and ongoing evaluation of these sessions is provided via regularly scheduled meetings between the individual tutor and the Coordinator. Deaf students using tutors evaluate them in the same way they do the interpreters.

Objective number five (placement) is also the responsibility of the Student Personnel Specialist. In addition to career advisement, they maintain cooperative relationships with the California State Department of Rehabilitation and the CSU Northridge Placement Office to assure appropriate career advisement and career placement of deaf graduates.

In October, 1976, the IBM Corporation assigned an administrator to work with the National Center of Deafness for a year to plan training sequences which would open new careers and upward mobility potential for deaf persons in business. The School of Business has continued with a "New Careers for the Deaf in Business" program. This includes work experience and formal internships.

STUDENTS SERVED

During 1980, 206 individual deaf students registered with Support Services to Deaf Students. These students enrolled in 829 different classes, or about 19% of all classes offered by the University.

As of December 31, 1980, 266 master's degrees have been awarded to deaf students by CSU Northridge (since 1964). This represents the largest number of master's degrees awarded to deaf students by any regular university in the United States. A large percentage of these are in the areas of Special Education and also Education Administration and Supervision.

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SAINT PAUL TECHNICAL VOCATIONAL INSTITUTE

Stipulated Contract

GOAL

Saint Paul Technical Vocational Institute, in Saint Paul, Minnesota, was one of the original three stipulated programs to serve deaf students funded by the Regional Education Program in 1975. The purpose of the program has been to adapt existing curricula of the school to meet the needs of deaf and hearing impaired students, and prepare them with marketable skills in a vocational technical school setting.

SETTING

Saint Paul TVI began as a trade school in 1919 and achieved postsecondary status in 1966. It is one of a statewide network of 33 vocational technical institutes. There are 42 major areas of training available at the school and 182 unduplicated major areas of training available in the six metropolitan area vocational technical institutes. Over 450 course offerings are available in evening extension programs. The staff of 350 persons is augmented by joint advisory committees that provide business-industrial trends to insure timeliness of training.

BACKGROUND

Previous to this grant period, Saint Paul TVI had been operating a program for deaf students since 1969, under a research and demonstration grant from HEW Social and Rehabilitation Services, and the Bureau of Education for the Handicapped.

Saint Paul TVI was one of the six interpreter training programs funded by the federal government through the National Interpreter Training Consortium beginning in 1974. This program was phased out in 1979. Saint Paul TVI continues interpreter training on a regional basis as one of the ten Regional Interpreter Training Programs funded by the US Office of Special Education. The State of Minnesota is also currently funding interpreter training programs at Saint Paul TVI. Thus, there are a number of short-term and long-term programs in sign language and interpreting occuring at any given time at the school.

ADMINISTRATIVE LOCATION

The Project Director for the Programs for Deaf Students operates as one of eight Division Coordinators and is responsible as well for the bilingual program, minority recruitment, an Indo-Chinese Program, and remedial instruction. He is responsible directly to the Director (chief executive officer). Saint Paul TVI is governed by the Saint Paul Board of Education.

STAFFING

The staff of the Program for Deaf Students includes a Director, two Counselors, a Student Personnel Worker (whose primary area of concern is housing), a Supervisor of Interpreters with an Assistant, Interpreter Team Leaders, a Supervisor of Notetaking and Tutoring Services, a Chairperson of the Preparatory Program and four Teachers. Over 30 interpreters, notetakers, and tutors are routinely employed.

OBJECTIVES

The Program for Deaf Students has the following objectives:

1) To recruit and prepare qualified deaf and hearing impaired students for vocational and technical careers;
2) To offer a Preparatory Curriculum to prepare these students to make a career choice, lead independent lives, and enter regular classroom settings for education;
3) To provide support services to the students while they are in school;
4) To provide career counseling and job placement a nd follow-up services.

Objective number one (training students) is a general goal and has been accomplished by the activities related to other objectives.

Recruitment activities for the program include contacts with high school counselors, attendance at high school Career Fairs, presentations at conferences, and visits to various schools for the deaf in the Federal Region. (There is an open admissions policy at the school.) Deaf students are used in recruitment presentations and a recruitment brochure specifically oriented toward hearing impaired students is distributed.

Using State funds, the program has hired a deaf-blind employee with specific responsibilities for identification of, and preparation for, deaf-blind students. A Task Force including parents of deaf-blind children, has been established to begin the identification of the deaf-blind population of Minnesota and surrounding states. (A major increase in the number of hearing-vision impaired students is anticipated in 1982 as a result of the rubella epidemic of the 1960's.)

One method of expanding training opportunities for hearing impaired persons has been the consortium approach. Students may enroll in unduplicated areas of training at any of the 33 vocational technical institutes in the state. Saint Paul TVI provides the Preparatory Quarter (except where the student lives at a great distance from the school), counseling, and consortium school inservice training; and the consortium school provides access to training in specialized areas by providing notetaking and interpreter services. Students are informed of the career options available during the Preparatory Quarter. The State of Minnesota provides funds for the consortium schools to participate in the program.

The Preparatory Program focuses on the second and fourth objective (a preparatory curriculum and career development) in terms of pre-vocational preparation and technical vocational programming. Teachers, certified by the State of Minnesota Department of Education, Vocational Technical Division, form a nucleus of the Preparatory program. Preparatory classes are for the most part self-contained classes of deaf and hard-of-hearing students.

These teachers are augmented by the deaf program counselors, regular Saint Paul TVI staff and community resources. The Preparatory Program enables students to adjust to Saint Paul TVI, adjust to independent living, learn to use supportive services, continue basic academic preparedness, have an opportunity to select a major area of study with skilled assistance, and develop secure peer group identification.

Deaf students enter Saint Paul TVI four times a year and 98% of them begin in the Preparatory Program. The remaining 2% go directly into major areas of training. Attrition during Preparatory Studies has been near zero.

There are five basic subject areas in the "Prep" programs:

1) English/Communication,
2) Money Management,
3) Vocational Exploration,

4) Math and Formulas, and
5) Health Seminars.

For efficiency, the curriculum incorporates an interdisciplinary approach; topics which include a number of instructional areas are team-taught by the appropriate instructors. For example, the Money Management topic, "Apartment Living," includes objectives related to English/Communication such as reading ads, specific vocabulary, and social communication skills.

A vital aspect of the Preparatory Program is the vocational exploration and evaluation laboratory. This lab provides hearing impaired students with the opportunity to obtain information about vocational and technical training areas offered at the Saint Paul TVI and other vocational technical institutes in the Minneapolis/St. Paul area. Besides providing the student with information about the different training areas available, it offers the student "hands-on" experiences.

The objectives and techniques used in the exploration and evaluation labs begin with psychometric testing to obtain information about a student's areas of interest, achievement levels for math, reading and vocabulary, and general aptitude. Feedback to the student about performance on the various tests is extremely important, providing the student with the self-awareness he/she often lacks.

After completing the psychometric testing and obtaining general information about the training areas, a student begins the "hands-on" experiences which relate to an area in which he/she expressed an interest or one in which a test has reflected the student's interest. These "hands-on" experiences are structured around the following sources of information: the Vocational Exploration packages developed at Career Media for the Handicapped at Saint Paul TVI, Project Discovery Vocational Exploration Packages, work samples developed at the University of Wisconsin-Stout and adapted at Saint Paul TVI for hearing impaired students, and selected Valpar Component Work Samples.

Students attend vocational exploration classes in two separate classrooms, depending on their area of interest. One room is designed for "clean hands" types of activities such as business occupations, and the other room is primarily used for activities involving the use of power equipment.

After the student has selected a training area, the exploration lab is often used as a training area for teaching the student the fundamentals required for his/her area of interest. For example, a student who has decided on Machine Tool Process may work on such related things as measurements, formulas, related vocabulary, and drafting during vocational exploration class. Students are often interested in training programs at other vocational schools which have different methods of training. In such cases materials are brought in from the consortium school, and the student becomes familiar with that school's methods.

In the English/Communication curriculum, students in the program, through an individualized approach, have the opportunity to evaluate their entry-level language skills and develop their abilities to communicate in a variety of situations. Every effort is made to teach in the student's primary language, whether American Sign Language or English. The curriculum is divided into six subject areas: English language skills, basic writing skills, interpersonal communication, reading and writing, information-seeking skills, and non-verbal communication.

The Money Management Curriculum deals with the knowledge and skills necessary to cope with and adjust to independent living. Apartment living skills are emphasized. The Health Seminars impart information deemed important for health care and social awareness, including sexuality and nutrition topics. The Math component gives the student practical knowledge of mathematics and measurement. Also, during the Preparatory Quarter, students receive training on the use of interpreters and tutor/notetakers.

Objective number three (supportive services) has been a primary concern of the program. Saint Paul TVI has offered notetaking and tutoring services since 1969 for hearing impaired students. Since that time, two important changes have occurred: tutor/notetakers are now trained and paid paraprofessionals as opposed to volunteers, and all services that are provided are supervised and documented.

The educational environment at Saint Paul TVI currently dictates that students are best served by combining notetaking and tutoring services under one person. The Supervisor of Notetaking and Tutorial Services works closely with program counselors and major area instructors in designing individualized notetaking/tutorial services. Feedback is elicited quarterly from students and staff.

About half of the notetakers are interns from the Interpreter Training Program at Saint Paul TVI. Their involvement with notetaking services is in the form of an internship that helps them meet ITP class requirements. The other notetakers are interns from local colleges.

All the notetakers participate in a two-day training workshop held before each semester. Notetakers at the consortium schools are also given training.

An important goal of the Tutor/Notetakers Program is for the notetaker in the classroom to be able also to provide tutoring services to the students at a different time during the day. To be able to tutor effectively, a notetaker needs appropriate communication skills (e.g., American Sign Language), thorough knowledge of course content, and tutoring skills. Acquisition of these needed skills come through training and experience; therefore, most individuals begin working only as notetakers and eventually take on tutoring responsibilities as their communication skill and knowledge of course content increase. Along with the tutor/notetakers, the program has also used deaf peer tutors.

In April 1979, Saint Paul TVI, in conjunction with the National Technical Institute for the Deaf, conducted a Tutor/Notetaker Training Workshop for managers of T/N services in the Upper Midwest. Participants included representatives from postsecondary institutions in six states.

There is a Supervisor of Interpreting Services, two lead (team) interpreters, and approximately 30 full-time, part-time, and on-call interpreters on staff. Membership in the Registry of Interpreters of the Deaf is one criteria for employment.

Interpreting services are provided to hearing impaired students when requested. A majority of the interpreters are employed on biweekly contracts with fringe benefits, through a formal Union-School Board negotiation activity. This system replaced a system of hiring interpreters on an hourly basis. The new system has reduced turnover and increased professionalism and evaluation activities.

In 1980 there were 34,076 hours of interpreter services provided which included both manual and oral interpreting. There were 1,894 hours of notetaking and 1,183 hours of tutoring provided.

Counselors are responsible for recruitment, admissions, and program selection. They work with the Preparatory staff and students and also students and faculty in the major career training areas. They are responsible for the housing needs of the students and liaison with referring agencies and families. Financial counseling includes liaison with referring agencies, Federal loan programs, SSI (Supplemental Security Income), CETA, parents and the individual students.

Speech and hearing services are contracted with the Saint Paul Rehabilitation Center. All incoming students are screened to determine need for auditory training. Students are made aware of these services in the Health Seminars of the Preparatory program. Hearing aid batteries are available for students. A referral service for hearing aid repair is maintained.

The Program for Deaf Students has also provided assistance to students in extracurricular activities, including providing Captioned Films for the Deaf, theater, organized trips, and other growth activities. There is a student publication entitled "FOCUS" which includes Program for Deaf Students coverage.

Objective number four (career development) is an ongoing process at Saint Paul TVI. As has been seen, the emphasis in the entire program is on employability. The Preparatory curriculum includes a major component dealing with career skills. Counselors advise students on career choices and coordinate job placement and follow-up activities. Interpreters are available for job interviews. Saint Paul TVI has provided inservice training to acquaint corporations with the needs of deaf employees. The combined employment/further school rate is over 90% for graduates, with a retention rate of 80% for completing the program.

The Minnesota Department of Economic Security, Job Services Division has a strong relationship with the program. Each working day a complete listing of all job openings posted with Job Services is received by the program. A representative of the Department, who has had sign language training, provides specialized services for deaf students and graduates. A local Sertoma Club contributed a TTY specifically for his use.

During the last several years of the grant, the program has been used by several community colleges and technical vocational institutes as a model for their programs for deaf students. They include North Central Technical Institute in Wisconsin, Waubonsee Community College in Illinois, and Iowa Western Community College.US

STUDENTS SERVED

In the period from 1969 to 1980, St. Paul TVI has enrolled 1,272 full-time students in 89 areas of training. During 1980, 291 full-time hearing impaired students matriculated at the school, coming from 24 states and the District of Columbia.[1]

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[1] The program prepares a Basic Fact Sheet each quarter, which displays information on numbers, sex, educational background, home states, areas of training, and other base-line data of students.

SEATTLE CENTRAL COMMUNITY COLLEGE

Stipulated Contract

GOAL

Seattle Central Community College was one of the three original stipulated programs for the deaf which were funded in the original authorization for appropriations for the Regional Education Program in 1975. The expressed goal of the program has been to provide for the equal access of deaf and hearing impaired students to regular postsecondary educational programs, fostering their successful participation and survival in the mainstream of society.

SETTING

The Seattle Community College District is one of 27 community college districts in the state. It is comprised of three campuses: North Seattle Community College, Seattle Central Community College (with Gompers and Trident extensions), and South Seattle Central Community College, all within the Greater Seattle Area. Seattle Central Community College is an urban college with a basically heterogeneous student population of 8,500, including several minority groups. There are 75 major areas of study.

BACKGROUND

A five-year research and demonstration project entitled "Improved Vocational/Technical and Academic Opportunities for Deaf Persons" was funded jointly by the HEW Social and Rehabilitation Services and the Office of Education from June, 1969 through May, 1974. Subsequently, a special short-term award was granted, from June 1974 through December of the same year, to provide for continuation of the project until impending legislation could be enacted and an appropriation made for the Regional Education Program.

ADMINISTRATIVE LOCATION

The offices of the program are located on the Central Campus. The Director of the program reports to the Director of Programs for Disabled Students, who in turn reports to the Associate Dean, who reports directly to the President of the College.

STAFFING

A Director was hired along with a Supervisor of Instructional Services, a Supervisor of Counseling Services, a Supervisor of Notetaking Services, a Supervisor of Interpreting Services, an Audiologist/Speech Pathologist, and two Resident Assistants. Interpreters and staff were also hired. Currently, the staff includes 30 professionals.

OBJECTIVES

The primary objectives of the project at its conception were:

1) To identify and develop the resources necessary to provide for adequate growth and development of the program;
2) To develop an organizational structure and staff to provide for the development and implementation of a program to serve deaf adults in the Federal Region;

3) To contact and advise prospective students, their families, and professionals working with them of the availability of academic and technical/vocational training opportunities for the deaf and hearing impaired at the college level in order to maintain an annual enrollment of 140 students;
4) To provide a preparation program for one academic quarter to assist students in making the transition from their level of entry to that required for selection and participation in a program of study (this includes assessment activities, educational development activities, and basic skill development activities);
5) To provide students with the supportive services required by all for their successful integration into regular academic and technical/vocational courses at the college.

Objective number one (resources) was accomplished early in the grant period. As previously stated, the college had a strong record of support for a program for the deaf with some personnel in place. Three specialized classrooms were provided for the Preparatory Program. A well-equipped audiological facility was funded by the college, allowing for the initial and ongoing evaluation of students and their hearing aids.

Dormitory facilities especially equipped for deaf students have been leased from nearby Seattle University to house the students. (There are no residential facilities for students at SCCC.) Meals and recreational facilities are made available through Seattle University as well.

Objective number two (organizational structure and staffing) was accomplished in the first year of the grant. Staffing was completed quickly as previously mentioned.

In 1975, a training grant from the Rehabilitation Services Administration established a two-year curriculum designed to train sign language interpreters for deaf persons at Seattle Central Community College. Since the Interpreter Training Program began, several of its graduates have been employed by the Program for the Deaf. Internships for interpreters in training have been provided as well by the Regional Education Program to support and extend their experience.

Internships for graduate students from Gallaudet College, Western Oregon State College, Lewis and Clark College, and Arizona State University have been awarded in the areas of teaching and counseling. Western Washington State University and the University of Washington have placed graduate level speech pathology and audiology students in the program for training as well.

College faculty and staff are provided inservice training through a three-credit (for salary advancement) course, which is intended to assist the faculty or staff member in developing an understanding of deaf students enrolled in the college. Beginning sign language is taught, and various aspects of the Program for the Deaf are discussed by staff members. Also, annual tours of the program offices are conducted and individual assistance is provided when requested.

The program staff itself has been included in inservice training. Resident Assistants attend workshops in crisis intervention, first-aid, and recreational activities at Seattle University. Counselors, instructors, interpreters, and clerical staff all receive training each quarter.

Objective number three (recruitment) is being accomplished through visitations and contacts. At the present time residential schools in Federal Region X are visited on an annual or semi-annual basis in order to familiarize high school students, faculty, and staff with the program of services and the curriculum available at the college. Visits to day schools are limited primarily to the Washington area. Contact with vocational rehabilitation counselors is also considered to be part of the recruiting process. Frequently, they are the primary referring resource for students in smaller programs who do not have the benefit of a school counselor.

These, along with other activities, stimulate a number of written applications to the program, which are reviewed by a project Admissions Committee. The college itself has an "open door" policy;

however, deaf students who appear to lack the potential for success are advised to consider other resources. Each quarter, students in the following categories are admitted to the program:

1) Preparatory Students—those who have had no prior postsecondary experience, who wish to take a preparatory curriculum. The number of admissions to "Prep" is limited to 35 students each quarter;
2) Direct Entry Students—students with prior postsecondary educational experience or who have a clear vocational goal and demonstrate the maturity required to succeed in college;
3) Continuing Students—those who have been enrolled in the gram in the past returning to continue their educational experience.

Objective number four, the Preparatory Program (Prep), begins the educational experience for most entering students and is an important part of the services available through the program. The Prep experience lasts for one academic quarter and is essential to successful integration for most students. The first week of Prep is used for evaluation. Students are given a series of tests to assist them later in making a career decision and to guide faculty and staff in placing students in preparatory classwork. The remaining eight to ten weeks of the quarter are spent completing the requirements of courses designed to utilize test information; reviewing basic skills related to a chosen career field; and understanding the college educational process, the career selection process, as well as their own communication process. "Math," "English," "Career Assessment and Personal Planning," "College Orientation and Survival Training," and "Introduction to Communication" classes comprise the Prep curriculum.

The Prep experience is fulfilled when a student makes a decision regarding his/her future vocation or training. This may be a decision not to continue in college, or perhaps to transfer to another institution which offers a different curriculum. Most students, however, choose to continue in one of the curricula available on the three campuses of the College.

Subsequent to the preparatory program, Prep "graduates" join with other hearing impaired students who may be entering the College without a Prep experience, as well as hearing impaired students returning to college after a lay-off or transfer, to begin their training for a career. At this point, they may, with their hearing peers, enter any one of over 75 programs of study available on the district's three campuses for which they are academically qualified.

Objective number five (support services) includes several types of services, including sign language and/or oral interpretation, notetaking, speech and hearing services, counseling services, academic tutoring, and career developoment.

As previously stated, a Supervisor of Interpreting Services is in charge of the interpreters. These interpreters are scheduled at the beginning of each quarter for deaf students integrated into regular classes. The program also maintains an appointment schedule for students to use interpreters outside the classroom for telephone calls and special school related activities. There is inservice training and evaluation of interpreters each quarter. A Lead Notetaker is in charge of and schedules the notetaking service. There is inservice training for notetakers and a continual monitoring of the quality. They are paid a small salary for their work.

The program has hired a full-time Audiologist/Speech Pathologist to coordinate a comprehensive communications evaluation for each new student during the Prep quarter, and also to assist the student in arranging aural rehabilitation and speech therapy beyond the scope of those provided by the project, utilizing vocational rehabilitation and other assistance. The project also maintains hearing and test equipment and repair materials to assist students in maintaining their amplification devices.

The program includes a full-time staff of three counselors. These counselors are available for individual appointments and regular meetings with the individual students to discuss their progress toward personal goals. The counselors also maintain a working relationship with support agency personnel (e.g., vocational rehabilitation counselors) by providing quarterly reports on every student. They teach the "Career Assessment and Personal Planning" course in the Prep curriculum. They appoint quarterly advisors to the Student Body Government and the Sea King Club for the Deaf.

The program provides tutorial services when needed and will set up contractual arrangements between tutors and students. Virtually every student in the program has received tutoring help.

The project conducts career preparation activities both during and after participation in it. Part of the Prep curriculum, the above mentioned "Career Assessment and Personal Planning" seminar, includes job sampling and career assessment activities, whereby each student, on an individual basis, selects a number (as many as 16) of different vocational "hands-on" experiences allowing him/her to assess fully a variety of technical and vocational career training programs. In addition, students electing to go through academic programs have the opportunity to evaluate the courses they may wish to take in the future. The project also provides follow-up services that support the initial stages of application and employment and provides workshops for potential employers. It also advises students of college transfer requirements and participates in "Career Day" college activities. The placement services of the College are also used in the program.

STUDENTS SERVED

Over the years, over 90% of the 700+ students who completed their training in the Program for the Deaf have found employment in the areas of their training. An additional 3% have transferred to four-year institutions and the remainder have found employment in areas other than their training in the program. This employment/educational transfer rate is higher than that of the hearing students at Seattle Central Community College.

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DELGADO COMMUNITY COLLEGE

Stipulated Contract

GOAL

Delgado Community College is the fourth stipulated program for deaf students, funded by the Regional Education Program in 1976. The expressed goal of the program has been to continue and expand its Regional Postsecondary Education Center in order to provide academic, vocational, and supportive education services for deaf students.

SETTING

Delgado Community College (until recently, simply Delgado College) is a public two-year comprehensive, community college in New Orleans, Louisiana, with two campuses which offer training in more than 60 programs of study. There are over 10,000 full-time and part-time students at this open admissions school, working in associate degrees and one-year certification programs.

The Vocational Rehabilitation Center is operated on the City Park Campus by a joint agreement with the State Division of Vocational Rehabilitation and the State Division for the Blind.

BACKGROUND

The Regional Education Center for the Deaf had been established in 1968 under a research and demonstration grant from Social and Rehabilitation Services and the Bureau of Education for the Handicapped of HEW. The original five-year program (1968-73) was established to provide postsecondary academic, technical, and vocational training for college age deaf and hard-of-hearing persons. In addition, it was designed to test the feasibility of providing education for deaf and hard-of-hearing persons at a "hearing" vocational technical community college, and serve as a model elsewhere.

Upon completion of the Federal funding in 1973, the program obtained an interim grant from the State of Louisiana for a year of operation. The next school year (1974-75) the program received total financial assistance from Delgado College for operation on a reduced basis. In 1976 the school was stipulated to receive funds which are still continuing.

ADMINISTRATIVE LOCATION

The Regional Education Center for the Deaf has a Director who reports to the Vice President for Special Services, of the College. The program is housed in several trailer buildings on the City Park campus.

STAFFING

The Center has a Director, a Program Evaluator, and three principal divisions: Instructional Services (the PREP program) with a Student Counselor, three full-time Instructors, and two part-time Instructors; the Student Development Service with a Student Counselor, a Coordinator of Notetaking and Tutorial Services, and a Housing and Financial Specialist; and Interpreting Services with a Lead Interpreter, four full-time Interpreters, and six part-time Interpreters.

There is a Delgado Community College Advisory Committee for Services Related to the Deaf, appointed by the President of the College, upon selection by the Advisory Board Steering Committee.

A minimum of of one-third of the committee members are to be hearing impaired. Members include the local vocational rehabilitation counselor, the Superintendent of the Louisiana School for the Deaf, the State Vocational Rehabilitation Coordinator, and a college designee.

The first concern of the program is recruitment. Recruitment is done primarily in Southeast U.S. The program makes direct contacts with residential and day programs for deaf and hard-of-hearing high school students; mails brochures, catalogues, flyers, and applications to vocational rehabilitation counselors, coordinators, and schools; and sponsors Career Days for students from the Mississippi School for the Deaf, the Louisiana School for the Deaf and other programs for hearing impaired students. In 1980, the program developed a recruiting film and conducted a survey of larger Louisiana public school systems to locate hearing impaired high school students. The program also has contact with the Louisiana Association of the Deaf and with recent dropouts from the program encouraging them to return.

A potential student applies to both the program and the college. The program then requests an audiogram, recent tests of reading and math levels, and high school transcripts. (The student does not have to be a high school graduate to enter Delgado Community College.) An application review committe then reviews the information and makes recommendations concerning placements of the student. This might include entering the regular classroom setting of the college, some specific remedial work, or placement in the Preparatory Program. Seventy-five percent of the students enter the Preparatory Program.

One week before the school semester begins, new students undergo a special orientation to the school and the program, which includes guest speakers, group discussions of program services, and class visitations. The orientation is conducted by one of the Counselors.

The Regional Education Center for the Deaf was an early advocate of special preparatory classes designed to meet the needs of the hearing impaired in order to help them make the transition from secondary education to postsecondary training. The Preparatory Program includes: instructional and counseling assistance for student adjustment to independent community living, a means of assessing academic and vocational skills and interests, and conditioning and preparation for training in the traditional classroom setting.

Courses in the Preparatory Program include the following:

Personal Management: Many students matriculate to Delgado from highly structured environments so this course is provided to give exposure to basic concepts of living independently in the educational and social community. The student is presented concrete information on personal finance, budgeting time, utilizing community services, school and community regulations, personal health, and techniques of social behavior.

Communication Skills I: This class is designed to teach a basic vocabulary in signs to hearing impaired individuals who have little or no knowledge of sign language.

Communication Skills II: This class is designed to acquaint the students with the use of technical signs by interpreters in the more specialized courses.

Vocational Survey: This class is comprised of two separate physical areas of instruction—technical arts and business arts. Each is under the direction of a qualified vocational advisor or instructor. Students are familiarized with the training requirements of various occupations, and specifically those offered at Delgado. Emphasis is placed on the identification of tools and equipment used in the Delgado training programs. Mathematics is reinforced throughout the course. Culminating this period of work sampling and assessment, the student formulates an educational plan based on his/her strengths and the requirements of the training selected.

The program also works in conjuction with the Developmental Studies Department of Delgado Community College to offer two courses, "College Remedial English" and "College Remedial Math." The Math class is taught in a setting with both deaf and hearing students in the same class when there are not enough deaf students to constitute a separate class.

At the end of the Preparatory Semester, the students make a vocational decision, with the aid of the counselor and either begin training in one of the college programs (80%), perhaps seek training elsewhere, or are referred to job placement.

Counseling services are available to assist the student in educational adjustment and vocational decision making, and to facilitate personal and social functioning. As previously noted, counseling begins at orientation and registration and continues at the point of deciding a major field of study. Both group and individual counseling are available. The counselors serve as contact persons for the faculty and assist teachers in meeting classroom needs of hearing impaired students. In 1980 there were over 800 instances of use of counseling services by the 75 students in the program. Counseling services are evaluated by the students periodically.

Interpreter services are available to all students. Presently, the program employs five full-time interpreters and six part-time interpreters. Over 4,000 hours of classroom interpreting were logged in 1980. This figure includes the interpreter provisions for special activities such as Student Government Association meetings, Commencement and campus gatherings. Delgado Community College also has a Manual Communication Department with one-year and two-year programs for interpreter training. The programs include a practicum and many of the practicum students are used in the Regional Center Project. The graduates of this program are an obvious source of interpreters for the Center. The interpreters are also evaluated by the students periodically.

Inservice skill development for the interpreting staff includes:

1) an oral interpreting workshop,
2) vocabulary expansion workshop,
3) interaction and intercommunication skills,
4) an outside evaluation of interpreter skills,
5) attendance at professional workshops.

Under the supervision of a staff coordinator, tutoring and notetaking services are available to all hearing impaired students attending Delgado Community College. The program works in conjunction with the student service office and faculty to determine student needs and how they can be most effectiviely met. The coordinator is also responsible for the formal training and management of paid tutor/notetaker paraprofessionals. Tutoring is also provided by hearing and deaf peers, Delgado faculty, and the Center support staff. The student notetakers are paid under the Delgado Community College work-study program.

During the fall semester of 1980, 17 students received tutoring in 20 different classes for a total of 147.5 hours. A total of 113 hours of paid notetaking services was recorded for 21 students in three different classes. An unknown number of volunteer notetakers were also used.

The Student Development Service of the Regional Education Center for the Deaf includes the counseling component of the program. It also includes the Student Service Office, which has the following functions:

1) To assist students with housing concerns (there is no on-campus housing),
2) To make telephone calls,
3) To assist the student with financial concerns,
4) To schedule for tutoring and notetaking services,
5) To plan for and schedule extracurricular activities,

6) To have equipment available for the student, such as duplicating machines and photography.
7) To schedule captioned films.

The Regional Education Center for the Deaf offers speech and hearing services to hearing impaired students through a contract with the New Orleans Speech and Hearing Clinic. The major focus of this service is to maintain or improve the speech of those students with functional speech and to develop a basic single word functional vocabulary for those students with little or no speech. The speech pathologist schedules weekly therapy sessions with interested students. She also does preliminary audiological screening and refers the student to appropriate resources. If a student is having problems, he/she is usually referred to the vocational rehabilitation counselor for assistance in purchasing of services. In addition, the students are referred to an ear, nose, and throat specialist, who is under contract with the project, for medical problems related to hearing.

The Center hired a Media Specialist in 1979 to produce videotapes and other media products for and concerning the program. A 15 minute program on employment of the deaf in the New Orleans area, several signed and captioned vocabulary tapes that are used to prepare both students and interpreters for new vocabulary that they will find in courses at Delgado Community College, and captioned documentary/instructional tapes have been produced so far. The staff has also planned a series of instructional programs to be used in the Preparatory Program concerning housing, personal finance, interpersonal relations, and career/job counseling. The specialist also produced a slide show and a videotape/film show for the recruitment effort.

During the hearing impaired students' final semester, potential graduates meet with their counselors to discuss surveying the job market, preparation of resumes and applications, and interviewing techniques. The students are referred to the Student Services Office, which assists the student in making appointments for job interviews. The Delgado placement office directly assists those students who stay in the New Orleans area; those students who leave New Orleans are referred to their vocational rehabilitation counselor.

Several members of the Center staff have made contact with places of business in the local community, for the purpose of following the progress of deaf employees, discussing the possibilities of employment and/or cooperative work experiences, and making a general survey of the employment opportunities of the deaf.

Follow-up questionnaires are sent to the graduates six months after graduation to determine employment status, salary, type of employment, and reaction to the services provided by Delgado Community College and the Regional Education Center for the Deaf. Almost all graduates of the program have found employment, including 80% in their major area of study. This is a much higher percentage of employment than that of the general student population graduates. Associate of Science degrees were awarded in 1980 in the areas of Architectural Engineering, Commercial Art, Data Processing, and Secretarial Studies.

STUDENTS SERVED

During 1980, 56 students were served by the program, including 27 first semester freshmen. The students were majoring in a variety of areas with the majority in Clerical Procedures, Data Processing, Motor Vehicle Technology, Business Training, Early Childhood Education, and Graphic Arts Management.

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COMMUNITY COLLEGES

QUEENSBOROUGH COMMUNITY COLLEGE

9/76 — 9/79

GOAL

In 1976 Queensborough Community College of the City University of New York received a three-year grant to expand its small External Education Program for the Homebound. Students who could not attend classes at the college were to be enrolled through the use of a classroom-to-home telephone communication system.

SETTING

The External Education Program for the Homebound, although located at Queensborough Community College, a two-year commuter college in the borough of Queens, was a program of the City University of New York system in that any homebound student within the large geographical area of the city, as well as surrounding areas, was referred to the program at Queensborough.

BACKGROUND

A pilot program had been established on a modest scale at Queensborough Community College in 1973 with nine homebound students. At the time of the grant there were no full scale postsecondary opportunities elsewhere within the City University system for homebound students to seek a college education and vocational training, and earn a degree. At the same time, the Board of Education of the City of New York was sponsoring the High School of the Air which provided instruction via the telephone to approximately 1,500 enrolled students, with 350 expected to graduate that year. The need for such a college program was obvious.

ADMINISTRATIVE LOCATION

The Director of the program was responsible to the Office of the Dean of Evening Studies, Continuing Education, and Summer Sessions.

STAFFING

The staff included an Assistant Director, two Counselors, and support service people as needed. These included tutors, notetakers, readers, researchers, and writers. Another grant, to be discussed later, added a fifth person who presently coordinates information dissemination.

OBJECTIVES

The six objectives of the program were as follows:

1) To provide an opportunity for homebound handicapped individuals in New York City to enroll in postsecondary courses offered on a degree basis;
2) To expand and improve the classroom-to-home telephone communication system, via the installation of conference speaker-phone telephone systems in thirty classrooms;
3) To provide supportive services to every project registrant;
4) To assess the various educational needs of the adult homebound handicapped population, and to recommend and implement course offerings that would best meet their needs;

5) To assist in the planning and development of a similar program offering upper level courses at a four-year unit of the City University;

6) To disseminate information regarding the design and operation of the Project to other postsecondary institutions and assist in the actual development and implementation of sister projects.

Efforts to achieve the first objective (enrollment of homebound students) commenced with an extensive recruitment process. Activities included direct mailings to representatives of agencies and hospitals servicing the disabled, formal presentations at conferences and group meetings, contacts with individuals representing various agencies for disabled people, and an interview presentation on the "Teleclass" series servicing high school homebound handicapped students.

All homebound students registered in the program were expected to conform to the same regulations and academic requirements as their on-campus counterparts. Admission to the program was based on the same admission criteria as any on-campus student, plus the establishment of medical need. (The City University of New York has an open admissions policy.) All project participants provided letters from their doctors indicating a diagnosis and the need for home instruction.

Faculty participants received a packet of information at the beginning of each semester, which included:

1) A schedule of course sections in which the homebound student had been registered;
2) A set of mailing envelopes, pre-addressed to each homebound student;
3) Tissue carbon sets, to be dispensed to the in-class student who had volunteered to make a duplicate copy of his/her class notes (to be mailed to the homebound student);
4) Instructions in the use of the classroom conference telephone.

In 1977 a faculty luncheon meeting program was initiated to provide participating faculty with an opportunity to share their common concerns and experiences with regard to participation in the homebound program. In addition to the orientation of the faculty which occured at the beginning of each semester, the faculty luncheon meetings became an integral part of the faculty training. Faculty participants were all volunteers.

The second objective (installation of the system) was met with grant funds, which provided for the purchase and installation of a private classroom-to-home telephone conference system. The system was installed during the midsession break in January, 1977. Forty-five classrooms were eventually wired. The system featured a built-in microphone with an input radius of 20-30 feet, so that no wires or held microphones were necessary. The system also provided for conferencing capabilities so that up to four students could be called from each classroom.

The third objective (support services) was accomplished in a variety of manners. At a minimum, each of the homebound students was visited twice a semester by a staff counselor who assessed needs for the courses and advised on progress. In addition, tutors and other support people met with the student as needed. On some occasions faculty visited the students' homes on a voluntary basis.

Once a student was accepted to the program, the advisors in the Homebound Program completed all academic advisement procedures with the students assigned to their caseloads. English and mathematics placement examinations were administered at home to new students. The program staff prapared each student's schedule of courses and the corresponding registration materials, and collected the students' financial aid vouchers. The students were registered by the staff during the College's registration period, and packets of information were sent out, including:

1) A schedule of course sections in which the individual was registered;

2) Mailing envelopes, pre-addressed to their professors and the College, for the return of completed assignments or exams;
3) General information concerning the program.

Equipment associated with specific career courses—electric typewriters, dictaphone transcript equipment, pre-recorded cassette tapes, portable computer terminals, and the audiovisual system, ALEX—was available for placement in the homebound disabled student's home for the duration of the elected course. Arrangements were also made with the students for the program's videotape playback unit to be brought to their homes, thereby enabling the students to observe the tapes of films shown in the classroom on their television sets. During other occasions, when videotaping could not be obtained, audiotapes were made so that the students could, at least, hear special events (e.g., guest speakers). Taping of lectures was also utilized when students were hospitalized.

Tutors were employed to service homebound students when either the instructor and/or the student indicated the need for additional assistance with the course work. They were recruited from referrals from the instructor of the class, the Mathematics and Language Labs, and from colleges in the metropolitan area. Tutorial orientation and ongoing training were conducted on an individual basis. At the end of the semester, the students and faculty were asked to evaluate the tutors, and the tutors were asked to evaluate the program.

Upon receipt of individual requests from faculty, the staff in the Homebound Office arranged to proctor examinations in the students' homes.

Although most counseling was conducted on an individual basis through the use of the telephone or with visits to the student, group conference calls were conducted on a regular basis each Wednesday afternoon, with students divided into two groups: freshmen and upperclassmen. These calls facilitated the individual student's sharing of experiences, information, fears, needs, solutions to problems and more. During such meetings mini-workshops occurred. Techniques of learning and notetaking strategies were two such workshops held every semester. Career guidance was also given in this manner. The program staff had initial responsibility for the calls; in 1979 an "ad hoc" committee of students was formed to plan activities and schedule events. Speakers, including representatives from the faculty as well as guests invited from outside the college provided stimulating and controversial issues for discussion.

In 1978, a newsletter, "Homebound News," was published by the staff of the program for students and participating faculty. Other "on-campus" special events such as guest lectures were also made available via the conference telephone system. On-campus clubs were also opened to homebound students, with one student even serving as Secretary of the Accounting Club.

The ending of each academic year was celebrated on campus at the annual homebound reception/meeting to which homebound students, faculty, and staff were invited. This event afforded students and faculty the opportunity to meet each other, often for the first time.

The fourth objective (needs assessment) was accomplished in part during the several meetings attended in fulfilling objective one. Two courses ("Basic Study Skills" and "Opera") were suggested to be offered specifically to the homebound students but neither was offered due to a lack of funds.

A budget modification in 1977 enabled the College's Physics Department to prepare modular kits on the Astronomy course experiments performed in a laboratory setting. Each kit contained an audiocassette tape of specific laboratory sessions at College as well as apparatus and materials necessary for the completion of each experiment. Tutors were assigned to visit each homebound student on a weekly basis in order to provide assistance in performing the experiments.

Unfortunately, objective number five (establishment of a four-year program) was not met, due to the continuing fiscal crisis within the City and the University. Some graduates of Queensborough did go on to attend other schools such as Barnard College and Long Island University, sponsored by the Office of Vocational Rehabilitation. The program staff still hopes that CUNY will develop the four-year program elsewhere in the CUNY system.

Objective number six (information dissemination) was met in a number of ways. The program provided information and assistance to several universities both locally and nationally. After such a consultation, Los Angeles Community College District adopted the homebound educational concept and began a program. The Director of the program also spoke at several conferences and workshops.

A budget modification in 1977 enabled the program to develop a slide/sound presentation. Its purpose was to aid in stimulating interest in other universities for the development of similar projects for homebound handicapped individuals within their regional areas and aid in bringing information on the project to potential users.

In Fiscal Year 1979-80, the project also received a grant from the Fund for the Improvement of Postsecondary Education (HEW) which was a Special Focus Award for dissemination of information allowing extensive outreach efforts. A staff member was hired specifically for this purpose, and the grant financed the development of a videotape, "Homebound Education—Foundation for the Future." As a result of these outreach efforts, the following schools are in various stages of developing a homebound program: Allegheny Community College, Pennsylvania; Dunkalk Community College, Maryland; Atlantic City Communtiy College, New Jersey; British Columbia Institute of Technology, Canada; Adelphi College, New York; and Nassau Community College, New York.

At the close of each semester, the Homebound Program distributed evaluation questionnaires to be completed by the faculty and in-class students who participated in classes in which homebound students were registered. Homebound students were also sent evaluation questionnaires.

STUDENTS SERVED

During the academic year 1976-77, 40 homebound students registered in matriculated programs; by the academic year 1977-78 the number of matriculated homebound students rose to 52; and in academic year 1978-79, the number serviced was 63. During the third year, temporarily homebound students (e.g., as a result of accidents) were admitted to the program.

There were also proportionate increases in the number of different courses offered and the number of participating faculty. In 1976-77, a total number of 56 different courses were offered in the program. The students were registered in a total of 127 course sections and 65 faculty voluntarily participated in the program. In academic year 1978-79, a total of 77 different courses were offered with students registered in a total of 222 course sections and with the participation of 102 faculty members.

CURRENT STATUS OF PROGRAM

The program has continued to exist since the three-year grant ended. It has increased its enrollment and the number of courses available to homebound students. As previously noted, the program secured funding through Fund for the Improvement of Postsecondary Education, and also in 1979 it received a four-year TRIO grant to continue some services of the program.

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SAN DIEGO MESA COLLEGE

9/76 — 8/79

GOALS

San Diego Mesa College was funded for a three-year project to assist learning disabled students at community colleges in San Diego County, California. Specifically, it sought to plan, develop, deliver and evaluate services to learning disabled students which would enable them to participate satisfactorily in the existing educational process; demonstrate the value of such a program so that it could be replicated at other institutions in the region and state; and provide inservice training to other institutions desiring to establish such a program.

SETTING

San Diego Mesa College is a two-year coeducational college with a full-time and part-time enrollment of 19,000 students. It is primarily a commuter school, one of five school district community colleges in San Diego County. The project served these schools and one college in neighboring Imperial County.

BACKGROUND

Planning for the program began in early 1975. A faculty committee was formed at Mesa College to study the problems of learning disabled adults, and to make recommendations regarding appropriate action to serve this group of students. The committee was formed because many faculty members recognized that a number of students had specific learning disabilities which prevented them from satisfactorily participating in the college's mainstream courses.

ADMINISTRATIVE LOCATION

When the grant was received, the Regional Learning Disabilities Program and a Developmental Learning Lab were established on the campus of Mesa College. The Regional Learning Disabilities Program was a division of the Special Education Department, which was, in turn, reportable to Mesa College's Dean of Instruction.

STAFFING

The staff of the project included a Learning Disability Specialist who also served as Director, two Teaching Assistants (one of whom served as a Psychometrist), 10-20 paid student tutors, and a full-time clerk. The School Nurse and a faculty member from the Psychology Department were also utilized.

OBJECTIVES

Principal objectives of the program were:

1) To identify those students who were within a "normal" intelligence range but were unable to function at a college level due to learning disability;
2) To refer those students who were in need of additional testing or remediation beyond that which was provided at Mesa College to other appropriate agencies;
3) To provide those processes and experiences that assisted the learning disabled student to function at his or her level of competency;

4) To provide career information that demonstrated the variety of professional and occupational opportunities that were within reach of the learning disabled students;
5) To provide opportunities for group interaction and a sharing of experiences and concerns, under the supervision of a trained psychologist who was a faculty member of Mesa College;
6) To assist learning disabled students to understand and deal with the psychological nature of their disabilities;
7) To provide successful rather than stressful learning environments through use of special teaching techniques and materials and the development of learning contracts commensurate with the student's achievement levels;
8) To offer special tutoring activities to those learning disabled students who were experiencing difficulty in certain basic skill areas of mainstream courses;
9) To recommend the course of action to be taken for each learning disabled student, based upon diagnostic testing, achievement measures, input from instructors and counselors, and student's own motivation.

Objectives one and two (identification and referral) were accomplished in the following manner. College students with the capacity to succeed in a community college setting but who were not performing satisfactorily due to a specific learning disability, were referred to the program by instructors, counselors, special education personnel, other college personnel, and/or off-campus agencies. (These people were all subjects of an extensive "outreach" program by the staff.) Each student underwent an initial screening process involving an interview and orientation session with a school psychologist. At this session, information pertaining to prior school experience, health, and vocational plans was gathered and reported in a pre-registration questionnaire. If test results from prior evaluation existed, copies were requested to avoid duplication of services.

In addition, students who had not had a visual examination within the previous twelve months were visually surveyed by the school Nurse. An audiometric examination was conducted by the college Speech Pathologist. A health card was completed on each individual in order to obtain a more complete picture of his/her health status. If the student had not seen a counselor on campus, referral was made to one. In this way, additional information regarding the student's vocational goals could be studied in relation to current academic (tested) skills and the skills needed to succeed in a planned vocational program.

Upon completion of required testing, the school Psychologist called a meeting of the Assessment Team, made up of the Psychologist and Learning Disabilities Specialist as well as other Special Education Specialists who might be involved in the appropriate educational planning and placement of the particular student.

If the student's test results indicated a capability to do eighth grade level school work, the student was referred to College Developmental Education courses in reading, spelling, mathematics, or vocabulary development. Students testing below a functional literarcy level were referred to Adult School Developmental Education courses (Adult Basic Education). If the student's intelligence test quotients were below 75, the student was referred to local developmental disabilities (Adult Retarded) resource agencies for assistance. If the Assessment Team made the determination that the student's learning disabilities appeared to be due to emotional problems or lack of educational opportunity to learn, a referral was made to an approporiate adjunct service.

Students who demonstrated a specific learning disability were certified by the Assessment Team and were enrolled in the Developmental Learning Lab. Additional in-depth testing was immediately completed at this point by the Learning Disabilities Specialist for the provision for the student of competency based instructional materials. It was also possible that the student would need no remedial assistance, but would merely receive compensatory education (e.g., tutoring in mainstream course material and assistance utilizing mainstream-correlated audiovisual material).

The students were invited to the meeting of the Assessment Team, but it was noted that only an average of one out of three would attend. The size of the Team seemed to be intimidating to the student. The students did come to meetings with individual members of the Team to discuss the evaluation, additional testing, and placement.

Objective number three (support services) was an amalgam of objectives numbers seven and nine (individualized education plans). In all remediation cases appropriate materials and programs were selected by the Learning Disabilities Specialist with the knowledge and acceptance of the student. This agreement was referred to as an Individual Education Plan (IEP). The IEP was begun at the point of the initial certification of the students.

The learning disabled student could enroll in a number of courses offered within the Core Curriculum of the Developmental Learning Lab. The majority of these courses were non-transferable, but applied toward the Mesa College Associate of Arts degree. Initial instruction in each skill area was conducted by student tutors. (See below for other tutorial activities.)

In cases where a reading disability was pronounced, special arrangements were made with mainstream college instructors to adapt to the disability. This was done in a number of ways including voluntary adaptations of materials by instructors, special proctoring of tests by trained proctors, and/or procurement of class textbook material on tape from Recordings for the Blind.

Students enrolled in College developmental courses and other mainstream courses were evaluated and graded according to standards established by each instructor. Evaluation of work in the Developmental Learning Lab was credit/no credit.

At the end of each semester, IEPs were reviewed with the learning disabled students. In many cases, new contractual statements or objectives had to be drafted for the next semester. In addition, the Learning Disabilities Specialist often selected a post-test measurement of all learning disabled students to determine an overall loss or gain figure for the semester's instructional hours.

Objective number four (career information) was accomplished through a Career Counseling course in the Core Curriculum taught by the Mesa College Special Education Department's Vocational Rehabilitation Counselor. An inservice workshop concerning learning disabilities was also conducted by college personnel for the State Department of Rehabilitation in San Diego.

Objectives number five and six (student self-awareness) were accomplished by such actions as interaction with staff through courses in the Core Curriculum. In addition, one course, "Effective Learning," was a special guidance and counseling experience which involved the identification of problems that learning disabled students might have in adjusting to campus life. Another course, "Topics in Psychology—Learning Disabilities," was designed to explore the different types of learning problems encountered by learning disabled adults. It concentrated on the social and emotional problems normally associated with learning problems, and provided group and individual counseling sessions. The Psychologist of the project was also available for counseling.

Objective number eight (tutoring) dealt with use and inservice training of tutors and faculty. Initial instruction in the Core Curriculum was conducted by a teaching assistant under the direction of the Learning Disability Specialist. Follow-up drill activities incorporating various media were conducted by student tutors. Students tutors also acted as notetakers, readers, and study partners when needed.

The teaching assistants were highly experienced, ex-elementary classroom teachers. Their major responsibilities were to facilitate learning in individualized sessions and small groups, maintain objectives for each each lesson based on the general plan prescribed by the Learning

Disabilities Specialist, and specify print and non-print materials suitable for each learning disabled student's individual learning needs.

The primary role of the tutors in the Developmental Learning Lab was the augmentation of the instruction directed by the teaching assistants. Tutors, therefore, assisted learning disabled students in remedial basic skills, college developmental, and mainstream course assignments. Work was on an individual basis as much as possible.

The Learning Disabilities Specialist taught a class, "Tutor Training," for the primary purpose of structuring, in a formal manner, the inservice training of tutors. This class consisted of one hour of lecture each week in addition to three hours of supervised practicum work in the Developmental Learning Lab. Upon satisfactory completion of this course many tutors became paid tutors in the program in following semesters. Tutors were trained to work cooperatively with teaching assistants in observing student performance, assisting students in locating alernative materials, and using teaching techniques helpful in overcoming particular learning barriers unique to each student. They also served as peer counselors.

Two secondary goals of the project, to demonstrate the value of the program, and to provide inservice training to other institutions desiring to create a similar program, must also be discussed.

The value of the program was shown with careful evaluation of the students' progress by testing throughout their attendance, with evaluations from administrators, parents and the students themselves, and from successful placement of graduates in employment.

The program staff felt that the educational requirements completion rate of 20% was a good retention rate, in that all the students were potential dropouts when they were referred to the program. Those who did not complete the program were given referrals to other agencies and community resources. The graduates of the program did get jobs in most cases except where the handicap was too disabling. Even those who were not employed were able to do productive work such as volunteer service.

In order to provide inservice training to other institutions both in the San Diego District and outside it, the Regional Program developed a videotape overview of the Developmental Learning Lab (which has been used for disabled student orientations), and a series of facilitation handbooks with the following titles:

1) *Guidelines for the Development of a Learning Disabilities Program,*
2) *Tutor Training Handbook,*
3) *Remedial Assistance Techniques that Work,*
4) *Remedial Reading, Attack Skills,*
5) *The Dale List of 3,000 Words (In Phonographological Order).*

A College Registration Resource and Training Kit was also developed, as was a Campus Rules and Curriculum Orientation Kit.

During the three years of the grant, six regional college level programs were begun and three regional colleges were assisted with needs assessments and program proposals. Sixty-two sets of the above mentioned kits were distributed to colleges and universities showing interest in developing similar programs. Information about the program was also disseminated through a regional "Learning Disabilities Newsletter."

STUDENTS SERVED

Two hundred eighty-five students were interviewed and/or tested for the Developmental Learning Lab over the three-year period. Of these students, 163 were certified for services. Of these students, 31 earned community college degrees or certificates of vocational program completion. The students were primarily male: 108 versus 55 female. The majority of the students came from San Diego Mesa College attendance area. Twelve tuition and intra-district students were enrolled at various times.

CURRENT STATUS OF PROGRAM

After the grant period was over, the Core Program of the Regional Learning Disabilities Program continued operation in the San Diego Community College District as the Mesa College Developmental Learning Lab, still within the Department of Special Education. Present staff includes a Learning Disability Specialist, a part-time Learning Disability Instructor, a Teacher's Aide, four Tutors paid by the Handicapped Student Services Department, and four to six Tutors financed through the work-study program on the College. The Lab also has the use of a Psychometrist and a Speech Pathologist from the Department of Special Education, and a Placement Counselor from the San Diego Community College School District (who serves all five schools).

There are presently 74 students participating in the Laboratory and also 25 students on campus who utilize counseling or other services of the Lab. Participants in the program utilize the Lab a minimum of six hours per week, for a total of 444 hours per week.

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FOUR-YEAR COLLEGES

METROPOLITAN STATE COLLEGE AT DENVER

1/76 — 8/79

GOAL

The College for Living at Metropolitan State College at Denver, Colorado, received a three-year grant to assist adults with developmental disabilities in learning community living skills through a low-cost program in a college setting.

The term "developmental disabilities" as used in the program includes disabilities which generally originate in the developmental years, are generally expected to continue indefinitely, constitute a substantial handicap to the affected individual, and are attributable to one or more of the following conditions: mental retardation, cerebral palsy, autism, or other neurological conditions.

SETTING

Metropolitan State College is four-year public college in an urban setting which was founded in 1963. This college serves over 13,000 full-time and part-time commuter students.

BACKGROUND

The program began in September, 1974 as a response to needs expressed by the staff of the State Home and Training School in Wheatridge, Colorado. Initially, five Metropolitan State College students voluntarily taught 16 developmentally disabled adults from the State Home's Avondale facility. These 21 people met once a week in a classroom provided by the College. The adults themselves at that time identified some of their more specific needs in training: the skills of independent living, mobility in a large city like Denver, job training, and simply coping on a day-to-day basis with the demands of society outside an institution.

ADMINISTRATIVE LOCATION

The College for Living is a Department of the School of Community and Human Services, one of five schools in the college. The Director of the project is responsible to the Dean of the School.

STAFFING

The Director has a staff which includes an Evening Coordinator who supervises volunteer teachers, a Coordinator of Training and Curriculum who authors the curricula and trains the volunteer teachers, and a Coordinator of Research and Recruitment who recruits volunteer teachers and disabled students, handles evaluation activities, and acts as liaison with various agencies.

The College for Living has an Advisory Board. Half of its members are associated with Metropolitan State College and half represent community service agencies or College for Living students or parents. The Advisory Board meets periodically to review policies and discuss ideas regarding improvement and expansion of program operations.

OBJECTIVES

The College for Living project identified the following three objectives:

1) To help adults with developmental disabilities to learn community living skills;

2) To offer a low cost program;
3) To utilize a college setting.

Objective number one (community living skills) has been accomplished with evening courses team-taught by student volunteers (approximately 20 each semester) on the campus of Metropolitan State College. Night classes were two hours of length within the semester schedule of the college. Community living skills needed were originally determined by a survey sent to institutions which housed, educated, and/or employed adults with developmental disabilities and also to the participants themselves. The nine general course goals were:

1) To facilitate obtaining and maintaining employment or training;
2) To increase awareness of civel rights;
3) To improve students' living situations;
4) To understand and adjust to the surrounding environment;
5) To increase body awareness and personal care skills;
6) To increase communication skills;
7) To increase money management skills;
8) To increase social interaction skills;
9) To increase independent living skills.

Courses have included such titles as: "Earning a Living/Job Training," "Citizenship," Traveling," "Denver at Night," "Sexuality," "Dance," "Reading and Creative Writing," "Money Management," "Women's Awareness," "Cooking," and "Woodworking."

A summer term was added in 1978 which included both courses and such organized activities as overnight camping, horseback riding, white-water rafting, fishing, hiking trips, and cultural enrichment activities.

During the first session of College of Living, a survey was conducted of 240 social services agencies in the Denver area to determine how large the need for this program was. Over 3,000 educable or trainable mentally retarded adults were located.

Students registering in the program were asked to indicate their first and two alternative class choices from the upcoming term's offerings. Students were admitted to the class of their personal top priority as space allowed during the regular and late registration times, identical to any college enrollment process. The students usually learned about the program through counselors and social services agencies, who in turn were informed of the program through local and national radio interviews, newspaper articles, presentations at state and national conventions, distribution of a monthly newsletter, and magazine articles.

Students were evaluated to determine measures of success in student outcome objectives as defined by the above nine goals. The times of measurement were the first, middle and last week of class. The student and class evaluation form was designed as a simple standardized means of allowing the student with a developmental disability to see his/her progress toward an individualized learning objective. Continuing Education Units were awarded to deserving students (one unit of credit represents 10 hours of instruction). A detailed follow-up is currently being implemented.

The second goal (a low-cost program) was accomplished by the use of volunteer teachers and by having the program on a college campus. At Metropolitan State College, students majoring in Human Services, Education, Psychology, and Therapeutic Recreation were often required to spend time working in the community, relating the experience to classroom theory. The College for Living fulfilled this requirement while providing the college student an opportunity to learn firsthand in a team-teaching situation. Four semester hours of college credit were offered to those persons who volunteer-taught in the College for Living.

Volunteer teachers new to the College for Living programs were requested to take the five-day handicap awareness workshop, "Reaching the Adult who is Handicapped," unless they had previous work experience in the field of developmental disabilities. This workshop was organized by the Coordinator of Research in the field of mental retardation. College credit was given for completion of workshop requirements. Volunteers were asked for written feedback regarding this training and also the classes themselves. Although all the original volunteers were students at the college, presently a small percentage of them are alumni of the school and/or are from the local community.

Student volunteers were also used for such functions as clerical duties in office, driving students to classes, and for the summer program's recreational activities. (The student-teacher ratio is currently about five to one.) Faculty, counselors, community professionals and Advisory Board members also volunteered time helping students to enroll, gave suggestions to teachers, and facilitated brain-storming sessions.

The volunteer teachers were assessed by an ongoing evaluation procedure. They were required to turn in weekly logs, submit disruptive classroom behavior reports, fill out a conduct form and evaluate each student. They attended monthly teacher meetings which emphasized theory to aid their classroom management. The teachers had the expertise of a night coordinator master teacher to give them immediate feedback as to their interaction with co-teachers and students. Teachers received a certificate at the end of each course taught.

A small source of income for the program was tuition. The vast majority of students attending College for Living courses had small incomes and could afford to pay a $16 materials and activities fee for the term. This helped pay for special materials, field trips, and other projects which took place in the various courses. It also followed the concept that the students should understand the value of money and education. Scholarships in the form of tuition remission were offered to students who needed them.

The third objective (utilizing a college setting) has benefited the program tremendously. As previously noted, student volunteers were used in the teaching process. College classroom space as well as office space was donated. Telephone costs and printing costs were at a reduced rate. The large media center in the Auraria Campus contained record players, slide and movie projectors, screens, films, tape recorders and cassettes, and videotape units; all could be borrowed free for use in classes. The Metropolitan State College van could be used to transport students and equipment to special activities and conferences. The College for Living students were issued regular Metropolitan State College identification cards at registration and could attend all campus events on a par with other students. A monthly program newsletter kept students and teachers aware of upcoming activities on campus.

The college setting has also been beneficial in the development of curricula/community living skills for the teachers. In each course general objectives were first identified and then activities were designed to meet those objectives. The activities were only suggested since each teacher was encouraged to experiment and use real-life learning situations. These guides were reviewed by professors with expertise in the various areas. Twenty-one such guides have been developed thus far and more are currently being written.

At the time of the grant for this project, similar projects were being initiated in other Colorado colleges including Mesa College in Grand Junction and the University of Southern Colorado in Pueblo. At the present time there are over 30 Colleges for Living throughout the country which are based on the Metropolitan State College model. A "how-to" manual has been developed for national distribution.

STUDENTS SERVED

In the first year pilot program, over 400 adults were provided with training in community living skills. By spring, 1980, 131 students were enrolled in the program and were taught by 28 student volunteers and seven teacher aides.

CURRENT STATUS OF PROGRAM

When Federal funding ended for the College for Living, the program began operating on Colorado State funds via contract with the Colorado Department of Developmental Disabilities for two years. The 1980-81 Fiscal Year is funded by State of Colorado, but the operating funds are line-itemed in the Metropolitan State College budget, making the program a bona fide department of the college, rather than a temporary program.

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WESTERN OREGON STATE COLLEGE
9/76 — 8/79

GOAL

The Western Oregon State College, formerly Oregon College of Education at Monmouth, received a three-year grant to establish the first postsecondary opportunity at the baccalaureate and master's level in Federal Region X (Alaska, Washington, Oregon, Idaho) for deaf students, including support services such as counseling, interpreting, notetaking, and tutoring.

SETTING

The Western Oregon State College is a coeducational college of liberal arts under state control, located in the small town of Monmouth, Oregon. The approximately 3,000 students are primarily from Oregon and include few minority populations. Almost 90% of the entering freshmen graduate and 40% go on to graduate school.

BACKGROUND

The Western Oregon State College already had in existence major programs which had close working relationships with schools for the deaf and agencies providing services for deaf individuals. Included were such programs as: Rehabilitation Counseling with the Deaf (master's program); Rehabilitation Counseling with the Deaf and Hard-of-Hearing Adult (four week program); Teaching the Deaf (master's program); Interpreter Training Program (one year); Interpreter Training Program (short term), and the Regional Center for the Deaf, which served as an information and resource center for a four-state region.

ADMINISTRATIVE LOCATION

The project, entitled Campus Services for Deaf Students, was located within the Department of Psychology/Special Education, which is one of four departments within the Division of Public Education Service. The Dean of the Division reports to the Dean of Faculty who in turn reports to the President of the College.

STAFFING

Project staff included a Director (the Dean of the Division), a Project Coordinator/Counselor, a Coordinator of Interpreter Services, a half-time Language Enrichment Program Teacher, a Coordinator of Tutors and Notetakers (who served as lead interpreter), Interpreters, Tutors, Notetakers, and clerical staff.

OBJECTIVES

There were six steps in the original plan for service provision which were as follows:

1) To hire and appoint a coordinator of on-campus services;
2) To hire a counselor to work with deaf students;
3) To arrange with the Coordinator of the Teacher of the Deaf Training Program (already existing) to assist in providing tutorial assistance to deaf students;
4) To hire interpreters to provide classroom interpreting services;

5) To undertake and maintain communication with schools for the deaf and community colleges in order to provide maximum student participation;
6) To develop a data collection system to assist in the measurement of program objectives.

Objectives number one and two (hiring staff) were altered slightly through a change in the duties of the two positions. The Project Coordinator also served as the Counselor with the following duties:

1) providing career/vocational, academic, and personal/social counseling to deaf students on an individual or group basis;
2) assisting the students and their major advisors in program planning;
3) assisting the students with program development;
4) conducting an orientation for deaf students to the college and community service program;
5) developing and maintaining a center for Campus Services for Deaf Students;
6) initiating support services for students by the Coordinator of Interpreting Services.

The Project Coordinator/Counselor also worked with the Coordinator of Interpreter Services to orient existing faculty to the needs of deaf students and the proper use of interpreters and notetakers in their classrooms, and to orient deaf students to the use of interpreters and notetakers in the classroom.

The Coordinator of Interpreting Services had the responsibilities of scheduling and coordinating the interpreters on campus, and shared with the Coordinator of Tutors and Notetakers the responsibilities of assistance in providing interpreting services for personal and social needs not directly related to classroom activity, but necessary for education growth, as well as assistance to the interpreting staff in the development of special signs used in academic settings.

Other support services available to deaf students were specially equipped (for safety) dormitory facilities, and a Speech and Hearing Clinic which provided hearing tests, hearing aid evaluations, aural rehabilitation, and speech therapy, all at no charge. Among other counseling activities were assertiveness training sessions for the students.

A handbook for interpreters, faculty, and students was prepared. Each faculty member who was to have a deaf student in class received a copy of the handbook as well as a personal visit from a representative of the project to answer specific questions.

Objective number three (tutorial assistance) was accomplished with the Coordinator of the Teacher of the Deaf Training Program assisting deaf students in receiving tutorial assistance, primarily from students in that program. During the first year tutors and notetakers usually were volunteers, but in the second and third year of the project they were paid and also evaluated in a formal manner.

As the project progressed, the need for a special program in language arts became evident. This special Enrichment Program included a section of English Composition for deaf students only. Also, there were variable credit courses given in cooperation with the Speech and Hearing Clinic to improve speech-reading skills, speech expression skills, and monitoring of voice pitch and quality, in both classroom settings and in individual tutorials.

Objective number four (interpreters for classroom) was met through the employment of interpreters, primarily from the existing training program at the College, and the use of advanced students from that program.

Objective number five (recruitment) was accomplished in a number of ways. Project staff contacted all of the schools and programs for the deaf in Region X. A brochure was prepared for distribution, and a captioned slide presentation was developed and shown to various personnel, schools, and programs during a two-month recruiting program in Alaska, Idaho, Washington, and

Oregon. Also, a Career Day was hosted by the Campus Services for Deaf Students to acquaint prospective students with support services, the campus, and the academic programs at the college.

Objective number six (data collection) was met through a comparison of the grade point average of deaf and regular students both before and after the program. It was found that there was little difference between the grade point averages of deaf students in the program and the general student population.

STUDENTS SERVED

During the three-year grant period, the deaf student enrollment grew rapidly: five students in the fall of 1976, 27 students in the fall of 1977, 35 students in the fall of 1978, and 50 students in the fall of 1979. Western Oregon State College has graduated 12 students with bachelor's degrees and 14 students with master's degrees. The 50 students (37 undergraduates and 13 graduates) enrolled during the 1979 academic year were enrolled in 19 major areas of study. In the undergraduate area, a majority of the students majored in Elementary Education, Liberal Arts, Psychology, Educational Media, English, and Physical Education, with the rest spread individually through other departments. On the graduate level, students majored in Rehabilitation Counseling with the Deaf, Teaching with the Deaf, and Counseling.

CURRENT STATUS OF PROGRAM

After the three-year funding period ended, the college absorbed several of the activities of the Campus Services for Deaf Students program. The Project Coordinator/Counselor was hired as the 504 Officer of the school and the program was moved from the Department of Psychology/Special Education to the Division of Student Services and was renamed the Accessibility Office for Physically Limited Students. The scope of the program was broadened to include all disabled students on campus.

A combination of college and vocational rehabilitation funds pays for the services of interpreters, notetakers and tutors, with the college increasing its share of the cost each year. The Enrichment Program was funded through a TRIO grant to enlarge that program to serve both disabled and nondisabled students.

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UNIVERSITIES

GEORGIA STATE UNIVERSITY

10/79 — 12/80

GOAL

The purpose of this eighteen-month project at Georgia State University was to adapt the Undergraduate Social Work curriculum to meet more fully the special needs of the blind, the visually handicapped, and students with disabilities which preclude their writing class notes, term papers, and examiniations. The students to be included were Upper Division (junior or senior) undergraduate students who desired to major in Social Work or emphasize certain aspects of it in their programs.

SETTING

Georgia State University is an urban, relatively barrier-free, state supported university with approximately 20,000 students, located in Atlanta, Georgia.

ADMINISTRATIVE LOCATION

The project was headed by the Coordinator of the Social Work Program, a division of the College of Urban Life, at Georgia State University. The College of Urban Life exists to utilize the traditional functions of an academic school—teaching, research, and public service—as they might be applied to the city. The College's interdisciplinary program utilizes faculty holding dual appointments in their own departments in other colleges within the University as well as with the College.

STAFFING

The staff consisted of a Director, a Co-Director, a Curriculum Evaluator, a Media Specialist, and graduate research assistants. These graduate assistants were given preservice training, including an orientation to the project and the selected courses, the evaluative instruments to be used in the project, and the support systems (such as the Special Services Program[1] within the University and vocational rehabilitation) for disabled students. Their role in classroom activities was also outlined.

Consumer input was used at all phases of the project by means of a Consumer Advisory Committee, composed of 12 members (five from the disabled student population, five from the community, and two university faculty members). The Special Services Program and the Handicapped Students Association were also represented.

OBJECTIVES

The principal objectives of the program were:

1) To adapt selected courses from the undergraduate Social Work curriculum to provide model

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[1] The Special Services Program at Georgia State University is a Federally funded (TRIO) project which offers support services designed to facilitate the attainment of students' educational goals. The program is able to provide assistance at no cost to students who are eligible according to certain established Federal guidelines. Developmental Studies students, freshmen and sophomores who are inadequately prepared for college and/or are low income, comprise the academic component of the program. All undergraduate physically and/or medically disabled individuals comprise the disabled student component of the program.

courses, with accompanying materials, which would more fully meet the special needs of students with the types of handicaps included in the program;

2) To validate the materials developed by actual classroom use;
3) To develop instructional packages of the model courses as validated;
4) To disseminate the instructional packages to all colleges and universities which offer accredited undergraduate programs in Social Work;
5) To increase awareness of all social work students (future social workers) to problems of the handicapped through interaction with handicapped students;
6) To increase awareness of instructors as to problems and capabilities of handicapped students, and determine alternatives for meeting these;
7) To increase the ability of disabled students to function independently and minimize or eliminate reliance upon assistance.

Objective number one (adapting selected courses) was accomplished in the following manner. The Consumer Advisory Committee determined which courses to modify. Courses decided upon were SW 300, "Introduction to Social Work," and SW 361, "Communication Skills." These courses were recommended by the group with the expectation that most Bachelor of Social Work programs at other colleges and universities would offer these courses with somewhat the same course framework. Another reason for their selection was their suitability as electives by students in other disciplines, and the fact that there were no prerequisites for students taking them as an elective.

The descriptions of these courses are as follows:

SW 300 Introduction to Social Work. This course presents introductory concepts and settings relating to the field of social work. Emphasis is placed on the values, attitudes, knowledge, and skills which characterize historically the professional social worker.

SW 361 Communication Skills for Social Workers. This course emphasizes the nature and uses of the professional relationship, interviewing skills and techniques. Verbal, nonverbal, and written communication skills will be analyzed.

SW 300 was taught during the spring 1980 semester and SW 361 was taught during the summer 1980 semester. Lecture notes, text books, and syllabi were available on audiotape. Text books, supplied by the National Braille Library, were available to students who requested them. The course syllabus was available on low-vision aids and in Braille. A study group, led by one of the graduate assistants, was offered in SW 361. Two graduate assistants attended classes regularly, positioning themselves beside two of the blind students, to serve as translators, aides and guides.

Objective number two (validation) was met with evaluation activities. A curriculum evaluation and validation consultant developed a research design in order to evaluate the affects of the modified curriculum upon disabled students. The disabled students were compared to nondisabled students in terms of gain scores on pre-test and post-test instruments designed to assess generic competencies related to the two social work courses. Quantifiable objectives related to the competencies of each course were specified. It was necessary to establish a consensus as to which of the objectives were most important to the acquisition of the competency and to rank order each of the objectives. All materials and exercises involved in the assessment instruments were transferred onto audiotape. Evaluation of the instruments was conducted by giving the tests to classes of nondisabled students and also to five disabled social workers from the Atlanta Area Services for the Blind. Additional data was also collected through observations of the evaluator and unstructured interviews with students in the classes. A Final Evaluation Report was prepared.

Objectives three and four (developing instructional packages and disseminating them) were accomplished with the production of 300 sets of materials, consisting of two cassette tapes and a 72-

page soft-cover manual. These sets were sent to all accredited programs of Social Work in American colleges and universities.

Objectives number five (social work student awareness) was accomplish through the class interaction process.

Objective number six (faculty awareness) was achieved with project members conducting faculty orientation on how to deal with disabled students. Also, the two instructors who taught the adapted courses wrote reports of suggestions for future teachers of these courses.

Objective number seven (independence for disabled students) was accomplished by adapting the courses themselves to minimize reliance upon assistance. Disabled students already had the services of the University Counseling Center and the Special Services Program for any requested assistance.

STUDENTS SERVED

The enrollments for the course were 3 disabled and 12 nondisabled for SW 300, and 3 disabled and 4 nondisabled for SW 361. The small numbers in the classes altered the statistical evaluation possible. This limited participation occurred despite the fact that the project contacted the university Office of Special Studies, sent mailings to all disabled students on campus, contacted all the Deans of the University as well as all Deans, Counselors, and counseling units in junior and senior colleges in the Atlanta area.

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SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
9/76 — 11/78

GOAL

In September, 1976, the Southern Illinois University at Carbondale received a two-year grant to make available more effective career development and placement services to severely disabled students attending SIU. All other support services offered to SIU disabled students were funded by permanent State of Illinois allocations.

SETTING

Southern Illinois University at Carbondale was founded in 1869 as Southern Illinois Normal University (changed in 1947 to its current name). Due in part to its original mission as a training center for teachers, the university still graduates 20% of its students in education. It offers associate degrees through its School of Technical Careers, undergraduate degrees in over 60 areas, and graduate degrees. Over 90% of the 22,500+ students are from Illinois and most of them commute.

BACKGROUND

Southern Illinois University underwent tremendous physical expansion in the 1950's and 1960's. Accessibility for disabled persons was built into this expansion. At the same time, services and activities were developed for disabled students such as special transportation and auxiliary aids. As a result, a comparatively large number of disabled students were attending SIU at the time of the grant. The existence of this population necessitated the provision of career development and placement services, since this group had historically encountered significant career barriers and drastically low placement rates subsequent to completion of the education program.

ADMINISTRATIVE LOCATION

The SIU Career Planning and Placement Service and the Specialized Student Services office carried out the project activities. The Career Planning and Placement Center (CPPC) is the centralized unit responsible for placement services to all students while the Specialized Student Services office (SSS) is responsible for the provision and coordination of support services to SIU disabled students. These two units are within the Dean of Student Services area, which reports to the Vice President for Student Affairs division within the university.

STAFFING

Three full-time staff were employed by the project: a career counselor, a placement specialist, and a secretary. Project management was shared by the directors of CPPC and SSS.

OBJECTIVES

The overall project objectives were as follows:

1) To provide additional career development support services specifically geared toward physically disabled students and thereby prepare them for the world of work as they complete postsecondary education degree requirements at SIUC;
2) To provide actual job placement services with and for physically disabled students;
3) To provide effective job placement follow-up evaluation, assessment and consultation with

graduates who have been placed, and to provide effective follow-up services to employers who have hired graduates;

4) To provide an approach whereby physically disabled students and support service personnel will have periodic contact with representatives from the world of business, industry, and government such that these employer consultants can assist in the provision, evaluation, and improvement of the support services;

5) Based on supplementary research and information, and the on going needs assessment, evaluation, and consultation, to develop approaches and methods which will have applied effectiveness for better meeting the above objectives.

Objective number one (career development support) was undertaken with the establishment of Career Development Services and the hiring of a career counselor. This program area had the following aspects:

1) General Career Counseling
2) Occupational Information
3) Determining Career Objectives
4) Academic Program Planning
5) Identifying a Specific Major
6) Assessment/Testing
7) Readiness for Placement

General career counseling included assessment of one's personal values, work values, career exploration and investigation. This counseling was especially oriented to incoming disabled students. "Outreach" efforts were made to them in their places of residence in the evenings and on weekends as well as in the office. Incoming students were also informed of the service at orientation, and through a needs assessment questionnaire mailed to them.

There were a substantial number of student requests for occupational information for specific occupations or occupational fields. Up-to-date resource materials were utilized in such areas as placement opportunities, current occupational demands, geographical areas, changing trends, qualifications, and physical demands.

With the above information and motivation/assistance of the counselor, the student could determine career objectives, and begin to plan his/her academic program. Academic program planning involved specific assistance in developing an academic major. It was frequently necessary to work with academic advisors and departmental faculty in order to plan a major that would provide both the training and experience necessary for entrance into the workplace.

The testing component included detailed assessment with the handicapped student of his/her skills in relation to a specific occupation. Various interest inventories such as the Holland Vocational Interest Inventory or the Strong-Campbell were used.

Finally, it was appropriate, and often necessary, for the student and the staff person to assess the student's overall career development in terms of preparedness/readiness to seek placement.

A major effort was made by the project staff not to direct dis abled students into particular majors or career areas, but rather to assist in determining the most appropriate major/career, given the student's abilities, interests and limitations.

In the project's first year (1976-77), a total of 70 disabled students utilized one or more career counseling services. In 1977-78, over 75 students made use of one or more of these services.

Objective number two (job placement) began with the development and cultivation of employer contacts and opportunities. Within the project's first year more than 60 employers were specifically contacted and consulted, after having indicated their interest/willingness to interview or possibly hire SIU disabled students. Some of these prospective employers had previously recruited for employees at SIU so a base of contact already existed.

An additional 40-50 employers were identified in the project's second year. Project staff utilized various individual and group approaches in developing employer/placement contacts. Frequent individual or group meetings were held with recruiters on the campus to discuss market needs and employment of the disabled student. Project staff (and, to the extent possible, disabled students) also made numerous presentations to larger groups of employers such as the Midwest College Placement Association, the Southern College Placement Association, the 3M Company, the Illinois Rehabilitation Association, the Chicago Industrial Relations Council, Disney World, State Farm Insurance and the Argonne National Laboratory. These presentations were all made at the invitations of the concerned groups. On a number of occasions the project staff and disabled students traveled to the particular site to present a workshop at the employer's cost.

Objective three (follow-up of student placement and follow-up for employers) evolved in the following manner. Follow-up consultations with each student placed was conducted by project staff, typically by telephone contact. These follow-ups enabled the project to receive student evaluation of the services. Assistance was offered in such areas as resolutions of problems and job adaptations. Based upon the experience of project staff, it was not necessary to conduct extensive follow-up consultation with the majority of the students, since in most cases, the student was capable of dealing with the initial types of physical and attitudinal barriers that might be encountered. Extensive follow-up consultation was not conducted during the second year.

For similar reasons, there was an extensive follow-up for employers the first year, and a limited one the second year of the project.

Objective number four (contact with representatives of employers) was accomplished through the use of employer consultants, some of whom were disabled. The employer consultant component was designed as a means to keep project staff abreast of market needs and problems, to inform the consultants about the project, and to secure their impressions and recommendations for the project and for disabled students who would meet with them to discuss various aspects of employment.

The employer consultants represented the following companies or organizations: 3M Company, State Farm Insurance, Social Security Administration, Norge Corporation, Argonne National Laboratory, U.S. Steel Corporation, U.S. Navy, IBM, Dow Chemical, and Sherwin-Williams Company.

These 13 employer consultants visited the campus (in small groups) on nine separate occasions during the project (at least once or twice a semester). During their visits, the employer consultants met with project staff, and with disabled students to discuss a variety of issues and concerns (e.g., affirmative action, dealing with attitudinal barriers, interviewing skills, and job survival skills).

A total of 60 students participated in these on-site visits by the employer consultants. Student and staff feedback was very positive concerning their involvement. These meetings generally served to sensitize both students and the consultants. It should be stressed that these visits by employer consultants were not designed to directly place disabled students in positions within the represented organizations.

Although some project funds were specifically designed for the travel expenses of the employer consultants, a number of them paid their own expenses. This enabled the project to add additional consultants over the two-year period.

Objective number five (upgrading methods for achieving objectives one through four) was an ongoing action, with changes evolving in the project as needed, and also with a formal evaluation report at the end of the first year.

There were two other major activities of the project which must be discussed:

A brochure concerning disabled students and graduates was another key aspect of the project which greatly assisted in publicizing the availability of disabled potential employees and the nature of the project. The brochure, containing "mini-resumes" of several students, was produced each year and distributed to 500-750 employers around the country. After the project ended, the brochure continued to be produced by the SIU Career Planning and Placement Service.

At the end of the first year of the grant, unobligated funds were used to conduct a Midwestern workshop entitled "Career Development & Placement Services with the Handicapped College Student." Over 90 handicapped student service program directors and placement directors from 32 colleges/universities attended, with meals and lodging provided. The workshop was held December 4-6, 1977.

The workshop had the following objectives:

1) To identify the issues, concerns, and needs affecting the career development and placement of students with disabilities at the postsecondary level;
2) To suggest approaches, procedures, and resources for meeting these needs;
3) To provide for the dissemination of workshop results to participants and other interested parties for the purpose of future planning and evaluating.

The proceedings of this conference were printed and widely distributed free.

STUDENTS SERVED

Thirty disabled students were placed during the two-year period, utilizing the project's services. This number included eight students who were functionally quadriplegic, eight who were functionally paraplegic, eight who were blind, three who were semi-ambulatory, two who were learning disabled, and one with an upper-extremity limitation.

Over 65 students (freshmen through seniors) utilized one or more of the job placement services available during the first year, and 70-80 students made use of the services the second year. The various job placement information which was offered on an individual and group basis included: job search skills, interviewing skills, resume preparation skills, dealing with employers, possible job modifications, placement exams, and assistance in arranging interviews.

CURRENT STATUS OF PROGRAM

Upon termination of the Federal grant in September, 1978, SIU retained the project's placement specialist in the Career Planning and Placement Center. Many of the other activities under the project have also continued including workshops for students and employers, developing employer contacts, and publication of the brochure/booklet of "mini-resumes."

It is estimated that currently $18,000 per year is being spent by SIU to support placement activities with disabled students (e.g. salaries, printing, telephone charges, supplies), with funds allocated by the State of Illinois.

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STATE UNIVERSITY OF NEW YORK AT BUFFALO

11/76 — 8/80

GOAL

The State University of New York at Buffalo received a four-year grant to develop model patterns and ways to integrate the handicapped student population among the non-handicapped student population at SUNY/Buffalo.

SETTING

The State University of New York at Buffalo is the largest unit of the state university system, with the greatest number of academic offerings and diversity of opportunities at undergraduate, graduate, and professional levels. The original campus has old buildings in an urban setting. The new Amherst campus is currently being built to be accessible.

BACKGROUND

The project was conceived by one individual who had been working in the area of career counseling, and who saw the need for specialized services for the increasing number of disabled students attending the University.

ADMINISTRATIVE LOCATION

The Office of Services for the Handicapped was a division of the Department of Student Affairs, and its Coordinator was responsible to the Vice President for Student Affairs.

STAFFING

Besides the Coordinator and Assistant Coordinator, a full-time and a part-time Secretary, the Project staff included 158 students who served as notetakers, readers, interpreters, tutors, typists, and proctors during the four-year period. Also there were several work-study students who served as clerical help.

OBJECTIVES

The program had the following set of objectives:

1) To establish an independent office of service for the handicapped, concentrating the responsiblility for planning, program development and execution, and problem solution in a specifically trained staff and office;
2) To identify handicapped students who are presently enrolled and develop the means to encourage recruitment of other academically qualified handicapped students;
3) To make it possible for the disabled people to be able to use all the facilities at the university, wherever they may be;
4) To promote an increasing degree of participation in campus activities by the handicapped;
5) To provide effective career counseling and placement activities;
6) To encourage the organization of self-help groups of handicapped students to provide sponsorship of their activities;

7) To provide orientation, coping skills, and inservice training for faculty and non-teaching professional staff who work with handicapped persons;

8) To disseminate information on services available to the appropriate target populations and interested public.

The first objective (establishment and role of an office) was begun with the establishment of a formal Office of Services for the Handicapped (OSH) in November, 1976. It was established in quarters built to specification and was operational the following month. The office was fully staffed in February, 1977. The salaried staff was supplemented by work-study students, a trained cadre of student aides, and student and community volunteers. A corps of faculty and professional staff personnel have been trained as "technical resource specialists."

A variety of support services was provided through and by OSH, e.g., course registration assistance when needed, advocacy, typing, counseling, interpreters, notetakers, wheelchair attendants, test proctors, readers, tapers, Brailled examinations, tutors, preferential housing assignments, job orientation, job placement, special parking permits, classroom changes, and recreational assistants.

Liaison persons were designated in each academic department and trained to assist the handicapped student, when the need arose, to insure that reasonable accommodation would be provided when the need became known. Special academic advisors of the Division of Undergraduate Education (DUE) were assigned to help in the selection of courses and in the resolution of any academic problem for the handicapped students. On occasion, the project had to call in the University's Counselor for Student Rights, to discuss the question of due process.

The OSH staff were identified officially as resource personnel for the University's 504 Self-Evaluation and Transition Report. Staff were called upon to recommend handicapped students for membership on University-wide committees and to insure that planning would include a consideration of handicapped students as equal participants. All major University committees that may impact on the handicapped (e.g., New Student Orientation, Attrition and Retention, Priorities Committee for the Rehabilitation of Buildings, Admissions Committee, Housing Committee, and Traffic Control Committee) have each had representation from OSH staff and/or handicapped students.

An OSH staff member was the professional liaison person for each Task Force emanating from the University's official Committee on Concerns of the Handicapped which was established by the President as a standing committee.

Administrative staff, faculty, and students discussed their ideas with OSH regarding programs, adjusted course materials, class projects, and student papers. OSH was instrumental in the creation of many credit and non-credit bearing courses that began on the campus around the topic of handicapped persons. Among them were: "Health and the Handicapped," "Legal Aspects for Counselors," "The Disabled Person," "Singing in Sign," "Alcoholism in the Community," and "Recreational Counseling." Most recently, for the 1980-81 school year, the Medical School has instituted, through the Department of Physical Medicine, what is the first such course on disabilities given in a medical school. Various academic departments on campus discussed with OSH grant applications they were considering that would involve some aspect concerning disabled people. Among them were the departments of Health Related Professions, Physical Therapy, Occupational Therapy, Rehabilitation Counseling, Bio-Chemistry, Physical Education, and the Educational Communication Center.

The second objective (recruitment and identification of disabled students) has been accomplished in the following manner:

Every acceptance packet mailed by SUNY's Office of Admissions and Records for undergraduate students, and each of the graduate and professional schools which handles its own admissions, included an OSH self-addressed card and OSH brochure which described the services available on campus. The handicapped student returned the self-addressed card, identifying his/her disability and needs (if any) and thus initiated appropriate planning before the student appeared on campus. OSH responded by individual letter to the student, outlining the specific arrangements made and invited the student to contact OSH to arrange for any other needed services.

Staff recruiters of the Office of Admissions and Records who tour the state were familiarized with the goals, objectives and services of OSH. Each had OSH brochures available for distribution. In addition, their slide presentation depicting general campus life included slides of OSH and handicapped students. Members of the Independents, the disabled student organization, made themselves available to the various high schools in the area for Career Days and special consultations with high school counselors and/or students, to encourage consideration by the handicapped students of attendance at the University.

All recruiting literature and individual department and University catalogs included materials about OSH services. All ink printed materials indicated that they could be made available on tape for persons with visual impairments. *Access-Ability*, a student handbook directed wholly toward the disabled student, was developed and distributed to every handicapped student on campus, in addition to a large state distribution off campus to high schools, two-year colleges and rehabilitation agencies.

Meetings and discussions were held with staffs of local rehabilitation agencies at regional professional meetings. Among such were the Rehabilitation Association of Western New York, the Placement Association of Western New York and the Western New York College Personnel Association. A staff member of OSH accommpanied the SUNY Admissions Officers to one of their regional meetings downstate with high school counselors.

OSH interceded with the rehabilitation agency to help secure whatever special equipment was necessary for the student, for personal and/or academic use. On the other hand, innumerable referrals were made to the appropriate rehabilitation agencies at which students were possibly eligible for assistance.

Activities for achieving objective number three (physical accessibility) have developed in the following manner:

Various committee structures with membership of handicapped and non-handicapped faculty, staff and students were created to help identify specific physical accessibility problem areas and to recommend solutions. A Priorities Committee Task Force met bimonthly to set priorities for major rehabilitation and to recommend scheduling priorities among less complex problems. Whenever a specific accessibility problem arose, however, it was usually resolved by the Maintenance Department without waiting for committee action and in a way consistent with the needs of individual students.

University policy statements were developed by various Task Forces and were enunciated in "Reservation Guidelines/Policies & Procedures," and "Equal Access and Opportunity Statements." Both of these statements reaffirmed the University's concern to have all programs accessible, and support services available for all programs held on campus or sponsored elsewhere by a campus department.

The University purchased a minibus and two vans, equiped to provide transportation for all mobility impaired students, and provided door-to-door service to and from classrooms, activity buildings, residence halls and each of the other campuses. OSH helped to develop, with the Personnel

Department, a CETA grant proposal which provided for the employment of three drivers for the minibus, thus providing transportation from 7 a.m. to 11 p.m. daily to all campus activities, including social, cultural and academic, in response to the students' schedules and special needs.

Numerous additional parking areas were identified for appropriate parking for handicapped persons on each of the campuses and special stickers were provided for identification. As new buildings rise on the Amherst Campus, special handicapped spots are immediately identified and reserved.

A standing committee on University parking met regularly to review regulations and provide whatever changes were necessary to accommodate handicapped students and personnel who drove to the campus. Campus Security constantly patrolled these parking areas and ticketed all unauthorized cars with City of Buffalo tickets which carry a $12.00 fine.

As new library units were opened on the Amherst Campus, additional reading/study rooms were identified and enlarged, to provide sufficient room for sight impaired students and their readers.

The School of Environmental Design of the School of Architecture conducted a study with and for the blind students, to determine the need and nature of mobility maps for the campus. Subsequently, threedimensional and tactile maps were developed. The three-dimensional maps were used primarily as an introductory aid in orientation by the mobility instructors and the students were given the tactile maps for their own use while on campus.

The University responded to the needs of the handicapped students with respect to physical and program accessibility. Ramps were built, new classrooms created, bathrooms refitted and adjusted, new equipment installed, telephones lowered, and even outside walls were opened to accommodate two ramps in order to have the swimming pool accessible to the students. The bowling alley located in the Student Union has been ramped and a special safety rail installed. As new construction takes place on the Amherst Campus, special consideration is given to the needs of handicapped students and "accommodations" are automatically included.

Objective number four (independence for students) included several related activities, including the following:

As the campuses' physical structure became more accessible, OSH has arranged for the students to handle more of their own "paperwork" when possible, e.g., class registration and identification cards. Special arrangements were made which permitted the students to do their own registration, class scheduling and "drop/add" requests. All of their class registrations can now be arranged by mail, or if they prefer, in person at any registration station. Should the situation warrent, however, they have the option of going to the head of the line where their request, upon pre-arranged identification, is honored immediately.

"Activities Line," an update telephone information service developed and maintained by the University's Public Relations Department, was conceived initially in response to the needs of a blind law school student who expressed an interest in knowing the daily activities on campus. "Activities Line" continues to be available as a campus service to all.

Objective number five (career counseling and placement) has been accomplished through a cooperative arrangement which was developed with the University's Office of Career Counseling, whereby OSH supplemented their services, when required, in career counseling, job finding techniques, resume writing and graduate school advisement.

All University job openings were posted routinely in OSH, as were all open job listings received by the Career Counseling Office and the listings of Career Recruiters scheduled on campus. In addition, all job openings of the Employment Exchange of the Association of Handicapped Student Services Programs in Postsecondary Education were available to the students at OSH. In a few cases, when the situation warranted that extra effort be expended, OSH undertook an extensive job solicitation application, to open the market and clarify the student's employment potential.

Objective number six (encouragement of the establishment of a student organization) was accomplished with the founding of an organization called the Independents.

OSH organized and then assisted the Independents in gaining recognition as an "official group" by the Student Association during their second year of operation. With recognition came eligibility to receive funding from the Student Association, and during the third year of operation their budget was $2,500; the fourth year it was $6,000. These monies helped with the major operation of their office, in addition to helping them secure equipment, e.g., a Braille typewriter, a regular typewriter, a considerable amount of library material, and organizational memberships.

In addition to the above, Sub Board I, the funding control body of the Faculty-Student Association, granted them funds to purchase a TTY, special blocks to assist wheelchair users in the swimming pool, a wheelchair and a wheelchair repair kit. A Nautilus exercise machine, purchased by Sub Board I for the University, was selectively placed in Goodyear Hall on the Main Street Campus, where the larger number of wheelchair users and other handicapped persons lived.

Initially, a newsletter addressed to the students and the academic community was prepared and distributed by OSH. After receiving an allocation from the Student Association, the students published and distributed their own newspaper, handling it independently, although OSH continued to send them suggested articles, fillers, and news items. The newsletter mailing list was extensive and copies were mailed throughout the country.

The Independents had an outreach program to students in the community who had sustained recent accidents, to help them look toward a more independent, productive existence, including the consideration of postsecondary education.

Objective number seven (inservice training for faculty and staff) has been ongoing for the duration of the project and beyond. OSH had individual and group meetings with professional staff, faculty and other University personnel, including academic department liaison persons, the staffs of the libraries, housing staff, food service, bookstore, student accounts, various departments within the Division of Student Affairs, and the major Executive Committee members of the Student Association and Sub Board I.

A manual or "guide" for faculty about teaching strategies for handicapped students was developed by a committee which included handicapped faculty and students, a librarian, OSH staffer, and the University's Manager of the Human Resources and Development Training Section of the Personnel Department. The guide included a message from the President, a brief question and answer section pertaining to Section 504, a listing of resources on campus, in the community, and nationally. Of major value was the identification of teaching strategies for four major goups: The Visually Impaired, the Hearing Impaired, the Mobility Impaired, and the Less Visibly Impaired.

OSH participated in academic department staff meetings by invitation, explaining OSH services and encouraging general and specific inquiries. A video cassette tape entitled, "With a Little Help," prepared by the University's Educational Communications Center by contract with OSH, was shown on and off the campus to various groups. A film prepared by students of the School of Library and Information Services as a Master's thesis project entilted, "Access," also described OSH and included a broad dialogue with students. This tape was also utilized for orientation programs, Disability Rights Days, and recruiting. Both of these audiovisual aids were placed, by request, in the library of the Department of Physical Medicine, where the films are shown to all new staff and interns, helping them appreciate the handicapped student's involvement and his/her adaptability within a collegiate setting. Copies of both video cassettes were also placed in the Audiovisual Department of the Health Sciences Library.

Objective number eight (information dissemination) prompts many activities although the Federal funding has ended. As noted above, all recruitment efforts, including the university catalog, incorporate information for disabled potential students. In addition, the staff of OSH has participated in several conferences and workshops, and printed materials have been sent to several other programs at other schools which requested them. The project has received excellent press and media coverage.

The project also participated with Regional Education Program in sponsoring a Workshop on Communication Networks in 1979. The Proceedings of the conference were published and included the speeches presented at the conference. In addition, it contained an extensive annotated bibliography of resources, publications and associations which are specially pertinent to persons interested in postsecondary education of handicapped people. Over 1,500 copies of the Proceedings have been distributed throughout the country—to colleges, service providers, social agencies, libraries, rehabilitation agencies, government offices, advocacy groups, parent groups and service organizations. The Proceedings have been reviewed in a number of national publications and are on a number of computerized listings that relate information about education and the handicapped, including all ERIC listings.

STUDENTS SERVED

In the four-year period of the grant, over 350 students received some form of assistance from the Office of Services for the Handicapped.

CURRENT STATUS OF PROGRAM

Since Federal funding ended, OSH continues to provide services to disabled students through rehabilitation agency funds, volunteers, and/or with University funds. The Project has been moved administratively from Student Affairs to the Department of Personnel under the Vice President for Finance and Management. The Office now handles the needs and requests of disabled employees of the University as well as the disabled students.

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TEACHERS COLLEGE, COLUMBIA UNIVERSITY

9/76 — 8/80

GOAL

The purpose of this grant was to establish at Teachers College, Columbia University, a regional service for institutions in a 50-mile radius of New York City serving orthopedically, neurologically, and visually handicapped, and hearing impaired college students. This scope was reduced to 40 institutions in the second year of the program.

SETTING AND BACKGROUND

Teachers College at Columbia University was a logical location for such a project in New York City. The Department of Special Education at the school has always had a national reputation for working with persons with disabilities and with Special Education Teachers.

ADMINISTRATIVE LOCATION

This project was a program of the Department of Special Education of Teachers College, Columbia University.

STAFFING

Project staff consisted of a Director, a Coordinator of Student Services, Coordinator of Technical Assistance (to institutions), Project Assistants, Interns, and part-time personnel to provide support services as needed. The project was housed in a new accessible building on campus.

An advisory board was established with a cross section of the community served, including disabled people.

OBJECTIVES

The Teachers College Project for Handicapped College Students had the following objectives:

1) To provide college students who have educationally and socially significant orthopedic, neurological, visual, and hearing limitations with a comprehensive service program tha will enable them to maintain themselves at an acceptable functioning level in New York Metropolitan area colleges and universities to which they have been admitted, but in which they are not coping successfully;
2) To assist physically handicapped students to arrive at realistic alternative educational and/or employment plans in instances in which continued college attendance is either impossible or unfeasible despite the efforts of the Regional Program, the college, the family, and the community;
3) To upgrade each individual's performance level beyond mere maintenance of qualified physically handicapped college students in the mainstream of college participation so that it is more consistent with his/her academic potential and the requirements of his/her academic and vocational goals;
4) To assist colleges and universities to develop their own expertise and resources so that they may serve physically handicapped students more effectively on an independent (non-project) basis;

5) To foster improved, extended, enhanced, and more comprehensive college and university service programs for physically handicapped students in New York Metropolitan area colleges and universities.

The project was developed in the following manner:

The project established a working relationship with 40 of the two-year and four-year schools in the metropolitan New York area. In the first year of the program, project staff met with deans, faculty advisors, and other relevant officials at the various schools to explain the project to them, indicate the types of students who were to be the targets of the service, and indicate procedures to be used in individual cases for developing working relationships between the college and the program. Concurrently, brochures describing the program were distributed to the instituions.

Each institution which contracted to participate in the network was urged to designate a liaison person with the project. This usually was the person responsible for providing counseling or guidance services to the individuals referred to the project. Although referrals could originate with a college staff member, a parent or the student him/herself, it was suggested that participation should be approved by the student's counselor, who, in turn, would make the direct referral to the project.

Referrals to the project were made when:

1) A physically handicapped student was not functioning adequately in the college environment;
2) A physically handicapped student was functioning within accepted limits but gave signs of possible future difficulties;
3) The college environment was having difficulty adapting to the physically handicapped student;
4) Any combination of the above.

Athough the original project proposal called for an extensive and formal review process and a "comprehensive service plan" for each referral, the project staff soon realized that the students needed fast delivery of certain specialized services, so that the student could be expeditiously aided with a specific problem. Thus, the student could develop his/her own "program" as he/she perceived the need by using the project as a resource. This was accomplished by using counseling sessions to point the way in identifying student needs beyond the original referring problem, and then helping the student meet his/her needs by utilizing the resources of the college, community, and the project.

Thus, objective number one (retention) was achieved through such means as the counseling process, crisis intervention, service provision, State Agency interaction, and long-range goal-setting, as well as assistance to college and agency personnel.

This service was evaluated with a student questionnaire in 1979.

Objective number two (redirection) was quite difficult since the community colleges in the City University of New York system would not dismiss a student with a low academic index. Open admissions had brought into the system some persons who were not capable of college level instruction.

During the course of the project, sixteen students received direct counseling in which redirection was the clear goal. Ten of these student are known to have followed the redirection recommendation and chosen alternatives to college.

The third objective (upgrading student performance) was accomplished with the provision of support services in cases where the individual college would not or could not provide them. These support services included reader services, career counseling, transitional transportation, typing, tutorial services, study aides, evaluations, coordination of other services (e.g., vocational rehabilitation), and notetakers.

With the promulgation of the regulation concerning Section 504 of the Rehabilitation Act, the colleges and universities legally became responsible for many of these activities. Henceforth, only as a last resort did the project enter into a temporary financial arrangement with the student for the purpose of insuring that a needed service such as reading, tutoring, or attendant care was provided, while arrangements were made for a more permanent provision of that service by the college or another agency.

The fourth and fifth objectives (assisting colleges and developing expertise) were accomplished through activities in several areas. During the project all of the participating colleges were site-visited by project staff. Site visits were made so that, through consultation, each institution served by the project could be helped to understand its capacity for operating and optimizing existing resources without assuming massive financial obligations. These site visits had several components, including: assessment of accessibility, faculty and staff inservice training, alerting the college to its legal responsibilities, suggesting certain specific auxiliary aids or services, upgrading counseling services, assistance in grant writing, or providing general information.

The previously mentioned liaison people from the participating schools and agencies evolved as a group into an "Associates" program, with monthly meetings to discuss mutual experiences and interests, and provide recommendations to the project.

A newsletter, "The Exchange," was developed through the Associates program to maintain communication with the various persons and schools. This newsletter brought information and resources as well as news about upcoming conferences of interest to the Associates, and job openings for disabled students.

An example of the activities of the Associates program was a oneday special workshop on basic grantsmanship. The Associates also chose a topic of discussion at each meeting and sometimes brought in outside speakers.

Another activity which aided in the completion of several of the objectives was the Distinguished Lecturer Series. The lectures, by outstanding disabled professionals, were designed to help the students become aware of and utilize services available to them, plan vocationally and educationally, and improve their academic performance, as well as to provide participating institutions the opportunity to develop their own expertise.

The 1978 Series was made available in publication form, on videotape, and on Talking Book tapes. The series was evaluated with a questionnaire. The 1979 Series is also available on videotape.

The 1978 Series covered the following topics: Education, Social Aspects, Civil Rights, Employment, and Recreation and Leisure. The 1979 Series covered Self-Advocacy and also Sexuality.

A Final Evaluation was prepared utilizing data from a Student Questionnaire (sent to all students who had received direct service from the project), an Institutional Interview with the person coordinating services for disabled students on each campus, and a President's Questionnaire (to assess the college president's perception of the degree to which the facilities had been made accessible, the extent to which services were available, and the nature of any problems encountered).

CURRENT STATUS OF PROGRAM

At the conclusion of the grant period the project was disbanded and the responsibility for the services which it had provided were transferred to the individual schools.

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UNIVERSITY OF NORTH DAKOTA

9/76 — 8/78

GOAL

The Regional Education Program funded a program to accommodate disabled students at the University of North Dakota at Grand Forks during the period 9/11/76-8/31/78.

SETTING

The University of North Dakota, which has a student population of about 9,500 students is located in Grand Forks, a town of 43,000. Approximately half of the students live on campus, and 80% are residents of the State of North Dakota. The target population for this program included disabled populations of both North Dakota and Western Minnesota. Both these areas are among the most rural in America and their disabled populations have a long history of being underserved.

BACKGROUND

The grant was given to the Student Opportunities Program which administered to the needs of various populations, including Native Americans and other ethnic minorities. Services were to be offered to meet several different needs of people with disabling conditions through the Disabled Students Program. Prior to this, handicapped students had been served on a much smaller scale through funding received from the TRIO program.

ADMINISTRATIVE LOCATION

The Director of the Disabled Students Program was responsible to the Director of the Student Opportunities Program who reported to the Vice President for Student Affairs of the University.

STAFFING

The staff consisted of a Director, two Counselors, an Education Specialist in the Learning Resource Center for the Handicapped, a half-time Deaf Education Specialist (and Interpreter), a Career Specialist to work in the University Counseling Center with disabled students, and four Master Tutors.

OBJECTIVES

There were four principal objectives in the proposal:

1) To survey the prospective participants in the geographical area of North Dakota and Northwest Minnesota to determine the number of eligible participants and assess the needs of such participants;
2) To facilitate the admission of interested applicants and rank the applicants in order of need through review of the UND Admissions and Review Committee matriculation criteria;
3) To provide measures of assessment to determine academic strengths and weaknesses as individual student needs dictate;
4) To provide academic and supportive services for all program participants.

Objective number one (needs assessment) was accomplished with a variety of actions including contacting the state and regional Offices of Vocational Rehabilitation in North Dakota, Minnesota, South Dakota, and Nebraska, and their state educational agencies, as well as target schools. All students who had identified themselves as handicapped on their admissions forms were contacted by letter, telephone, or personal visit. Contacts were also made with all North Dakota high school special service departments and agencies working with handicapped persons, informing them of the support services available at the University of North Dakota. Meetings were held with university recruiters in an effort to increase their awareness of disabled students. Although the program had received in November, 1977, approval to hire an additional staff member with the responsibility for recruitment and job placement, the position was not filled until March, 1978, due to an error of the University of North Dakota Personnel Department. This delayed recruitment efforts for the following year; yet the number of students in the program went from eight to 328 in the two-year grant period.

Objective number two (admissions) was accomplished in conjunction with the first objective. All students who had identified themselves as disabled on admissions forms were referred to the program by the Director of Admissions for direct contact with the staff. Information on the student's functional ability was obtained from a variety of sources including the Medical Center Rehabilitation Hospital, vocational rehabilitation agencies, school counselors and directly from the students and parents themselves. Program staff assisted students in receiving priority registration over other university students be cause of the need to pre-plan transportation and accessible classes.

Objective number three (student preparation) had rather narrow limits and was accomplished through two courses offered for credit by the program: "Introduction to Effective Study" and "Independent Improvement of Reading and Study Skills." All the program's incoming students as well as others experiencing an academic problem, were encouraged to take these courses. Many were coming to the University from institutional settings for the handicapped and often had inadequate basic skill preparation in math, reading, and science, as well as reading and study skill techniques. Reading and study skills instruments were administered to these students by the Learning Resource Center Teacher and an individualized program of study was based on the results.

The techniques to accomplish objective number four (support services) were, of course, the most varied. Students in the program had a wide variety of disabling conditions, each of which required different services. The following is a brief summary of support service activities during the two-year grant.

During the first year of the contract, two independent living skills workshops were held each semester in conjunction with attendant training workshops. In the second year of the contract the students indicated that they preferred to have the individual assistance that the program provided through a cooperative arrangement with the University and Medical Hospital Occupational Therapy Departments. Attendant assistance was provided to all students who had need of this service, with the program recruiting and identifying individuals who wished to be attendants and providing them with training on an individual basis. The University Housing Office had an agreement with the program to set aside 13 apartments that handicapped students could move into when they were seniors. This arrangement allowed 26 students to have an independent living experience with the necessary support services available to assist them in learning the independent living skills.

Although the Recruiter/Job Placement Counselor wasn't hired until the last months of the project, activities included vocational counseling, job placement counseling, and support counseling for students working. All the students in the program were contacted regarding assistance available for seeking summer or permanent employment. Also, students participated in the Life Careers Development System classes for credit (later integrated as a regular university course) and received individual assistance through the Career Planning Lab of the University Counseling Center.

Tutor, reader, and notetaker services were coordinated by the Learning Resource Center (established as part of the grant), as were the above-mentioned classes. Over 200 disabled students utilized the tutorial service. To provide more specific screening of tutors and intensive personal follow-up for all students requesting tutoring, four Master Tutors were hired with specialties in math, social sciences, languages, and sciences. The tutorial program included the development of inservice training sessions, development of vocabulary programs in specialized subject areas, and development of resource materials in specialized areas for tutors' and students' use. A regular program of follow-up and feedback for/from tutors was developed to increase the quality of tutoring sessions and provide tutors with a knowledge of individual educational techniques. These services were evaluated periodically.

The Reader Service utilized by over 40 students, recorded a wide variety of subject matter on cassette tapes including regular text and supplementary materials which were not available from Recording for the Blind, and read materials to students on an as-needed basis. There was an inservice training for readers in a slide/tape format using training materials from the National Braille Association.

The Notetaker Services were coordinated by the Learning Resource Center Teacher for the Handicapped. The notetakers were hired directly from classes in which handicapped students were enrolled, with the subsequent problem of a complete turnover each semester. Thus, a programmed inservice packet was developed using a slide/tape/worksheet format, to familiarize the notetakers with the program, handicapping conditions which necessitated in-class notetaking, and techniques of efficient notetaking. Seventy-seven students used the notetaking service.

In the area of adaptive testing, it was found that most of the students required notetaker and/or reader services while others required only an accessible location. The testers were from the reader and notetaker programs.

As the result of the survey of instructor needs concerning the handicapped, information packets regarding the Disabled Students Program were sent out to all department chairmen, designated instructors, and personnel. Also, program staff were able to identify which disabilities the university community was interested in learning about, as well as which university and community resource people would be willing to participate in the presentation of workshops concerning these various disabilities.

Each student in the program received academic advisement prior to each semester. Students were also contacted at mid-semester if they were in any academic difficulty. A financial aid workshop was conducted each year and students were also assisted individually by program staff in completing their financial aid packages. Students were made aware of clerical, errand, and other office services through notices in the bimonthly newsletter, as well as through individual contacts with program counselors. Transportation was available through two vans, although student evaluation indicated that the transportation vehicles broke down frequently and were somewhat unreliable.

Disabled Students Program staff worked closely with a variety of local state and federal agencies as well as university departments in an effort to meet the needs of individual disabled students. Counselors regularly attended staff meetings at the local Vocational Rehabilitation Office and the Medical Center Rehabilitation Hospital. Presentations were made before the North Dakota Vocational Rehabilitation Counselors Association, Northwest Minnesota Regional Vocational Rehabilitation Counselors Association, and human service agencies such as Social Security, County Social Service Office, and Area Social Service Center. The program staff also made a concentrated effort to include other departments such as the Counseling Center, Occupational and Physical

Therapy Departments, Physical Education, Student Health Services, and other agency personnel working with the disabled in the inservice staff training program.

Student input was to have been through a Student Advisory Board. Students indicated that they preferred to use EveryBody's Organization (the disabled student association) for this purpose as they felt there would be more students involved to provide input to the staff.

A program member served as a liason with the physical education and recreation personnel to assure that class offerings and plant facilities were available for program participants. Disabled students were encouraged to participate in the regular physical education programs with adaptations made when necessary. Recreational activities sponsored by the program included: recreational and therapeutic swimming, macrame, wheelchair basketball, horsemansip, bowling, ice skating, games and cards, social recreational parties, and wheelchair field and track athletics.

The program was severely hampered by the fact that there were so few certified interpreters for the deaf in the state. In fact, a thorough survey located only four certified interpreters and 12 individuals with good signing ability in North Dakota. Most of these people worked at the State School for the Deaf. Also, it took four months for the University to locate a part-time deaf education specialist. In two years 22 deaf students used interpreter services.

The program's goals included organizing continuing adult education programs and services for the deaf. Workshops on such topics as consumer credit and family money management, ceramics, and self-defense for women were conducted. These various services were just beginning as the grant period ended.

A six-member advisory board was formed of individuals with exper tise in the specific learning disabilities area to assist the program staff with development of services and policies. The program was able to meet the needs of 33 learning disabled students, in part because of the fact that the program's learning resource teacher was also a certified learning disability instructor.

STUDENTS SERVED

As previously stated, the number in the program rose dramatically from eight at the beginning of the two-year program to 328 at the end. Approximately 95% of the students continued in the program.

CURRENT STATUS OF PROGRAM

A proposal for state funding was submitted and accepted as a number one funding proposal by the Division of Student Affairs, and was received and accepted by the University of North Dakota President. The proposal was presented to the North Dakota Higher Education Board and was accepted as a priority in their request for funding. Funding was received in 1979, and is ongoing.

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WRIGHT STATE UNIVERSITY

9/76 — 8/80

GOAL

Wright State University in Dayton, Ohio received a four-year grant to provide a comprehensive range of support services designed to meet the needs of physically handicapped and learning disabled students, and to integrate services for them into other departments on campus.

SETTING

Wright State University was founded in 1964 and became an independent entity in 1967. This suburban coeducational university has only one dormitory since its over 14,000 students are almost all commuters.

BACKGROUND

Since Wright State University's founding, the institution has planned the campus with the goal of being barrier-free. Architectural adaptations include accessible classrooms, restrooms, parking facilities, ramps and elevators, and an underground tunnel system linking all academic buildings. In 1971, the university established the Handicapped Student Services Office to coordinate services for the large number of disabled students, including several severely disabled individuals.

ADMINISTRATIVE LOCATION

The Director of the Project reported directly to the Vice President for Student Affairs.

STAFFING

Personnel for the program included a Director, Assistant Director for Vocational and Academic Support Services, Assistant Director for Physical Support Services, Career Counselor, Adapted Physical Education Coordinator, Assistant to the Physical Education Coordinator, Developmental Education Director, School Psychologist, Tape Librarian, as well as bus drivers, attendants, interpreters, readers, proctors, and other support staff.

OBJECTIVES

The program had the following set of objectives:

1) To provide direct/personal contact with each prospective severely physically disabled student for the purpose of needs assessment;
2) To provide direct and sufficient physical support service to the student based on the needs assessment with a primary goal of reducing the need for service;
3) To focus on physical adaptations to campus and course requirements for the purpose of increasing student integration;
4) To seek to increase the career awareness and employability of physically disabled students;
5) To seek to insure the academic progress of each student through early program identification and academic support services;
6) To seek to increase student enrollment through student retention and information dissemination.

Objective number one (contact with prospective students) was accomplished with preservice interviews. These voluntary interviews, which were conducted on an individual basis with a staff member, included information for the student on admissions and financial aid processes, academic advising and physical support services. Information was obtained from the prospective student on his/her physical limitations and the types of services he/she would need as a result. During the period, 7/79-6/80, 69 applicants were given pre-admission interviews. Prospective students were also contacted by letter informing them of the availability of services for disabled students.

New and returning disabled students and attendants also attended an annual four-day orientation. The major aim of that program was toward severely disabled students and revolved around solving various disability-related concerns that new students typically have. Students who were disabled, but less severely so, were encouraged to attend the regular university-wide orientation program.

Objective number two (physical support services) was accomplished through several means:

The University has operated an accessible Residence Hall and University Apartments with adapted restrooms and shower facilities as well as other architecturally accessible features (even though it is primarily a commuter school). The Office of Handicapped Student Services also maintained a listing of off-campus accessible housing for disabled students. Over 60 students were provided with on-campus housing in 1979-1980.

Handicapped Student Services hired and trained attendants for new students entering the Residence Hall or the University Apartments. Returning students assumed responsibility for interviewing and selecting attendants of their choice, utilizing a pool of attendant applicants which was developed by the Handicapped Student Service program. Returning students were offered stipends to cover approximately 80% of the cost of their attendants (the 1980 rate of subsidy). To qualify for these stipends, a student was required to submit a proposed budget of his/her anticipated attendant care costs to the program. (There was an emphasis on independent living and reducing the need for attendant care.)

The annual attendant training program was held prior to the beginning of each fall quarter. The program was held at first at a local hospital but later was moved to the University itself, and the bulk of the training was conducted by two long-term experienced attendants. Cafeteria attendants were hired to provide disabled students assistance in carrying trays and, in some cases, cutting food and feeding the students.

Two assistants were employed to provide Activities of Daily Living (ADL) training for instruction in adapted daily living techniques in such areas as dressing, transferring, personal hygiene and eating. The assistants also constructed several small adaptive devices for individuals to retain for their personal use.

An adapted bus service was established to provide accessible transportation to non-resident disabled students to and from classes, and for resident disabled students who required transportation to medical appointments, educational practicums, shopping areas and recreational and social functions. This transportation was supervised by the University Transportation Office. Adapted parking facilities were made available to provide greater access to campus buildings for students with mobility problems, and to encourage disabled students to increase their independence through personal transportation. The University constructed five major parking facilities for disabled people, involving 88 parking spaces. This number is reviewed annually.

An Architectural Barriers Committee was established to insure the continued accessibility of the campus, to identify potential hazards, and to make appropriate recommendations to the Vice

President and Director of Campus Planning and Development for the elimination of the barriers and hazards. They met bimonthly.

Objective number three (physical adaptations) has been continually met on an individual basis as needs have arisen.

Test proctoring was available to students, with adaptations including use of the Visualtek machine; use of large print exam and/or typewriter; use of extended time; or use of the test proctor to read/ write the exam. The average number of hours used per week in the last year of the grant was 40, and the number of students using the service during the year was 68.

The Tape Center for the Handicapped provided service to students with visual and learning disabilities. The Center included paid readers as well as volunteers. Equipment included manual typewriters, Braille writers, raised line drawing kits, large print typewriters, electric typewriters, and print enlargers. Over 380 taped books were provided to students during the grant period.

Adaptive course work in laboratory science courses continued throughout the period of the grant. When necessary, students contacted the Director and the Career Counselor of the program and worked with them on adaptations.

Wright State University has had a particularly strong involvement in intramural activities and adapted athletics. The intramural division offered a diversified program based on student feedback and participation. The "Adapted Intramural Newsletter" kept students well informed of upcoming events, and individual and team results. The Adapted Physical Education Teacher authored a publication, "Adapted Athletic and Intramural Program," which was distributed to many agencies, individuals, and institutions. Disabled students were mainstreamed into regular physical education courses where possible, including such areas as archery, basketball, horsemanship, and fencing. There was also a one-credit course offered entitled "Physical Education for the Disabled Student."

A Wheelchair Repair Shop was established by a grant from Civitan and was sustained through University funds. The shop offered orientation workshops, instruction, serviced one-time only needs, and made available workshop facilities and personnel. Manual and electric wheelchairs were available for loan, as were battery chargers, accessories, a bowling ramp, quad bowling balls, and assorted recreation equipment. A local mobility instructor provided mobility instruction during orientation week.

Objective number four (career development) began with the above mentioned pre-admission interview in which the Career Counselor was present. The Counselor was also involved with the orientation program, and conducted short workshops on self-concept and job seeking skills.

The responsibility for the career awareness workshop was switched from the program to the Office of Cooperative Education and Career Planning and Placement because that program fitted the needs of the less severely disabled student. An additional number of students, a majority of them more severely disabled, sought individual assistance from the Career Counselor. A total of 17 disabled students also participated in the Cooperative Education programs, despite reluctance to pursue temporary employment because of the loss of Social Security benefits. An employer training program was organized with two major employers working with the Career Counselor on effective methods to employ disabled students.

Objective number five (academic support) was accomplished through the use of the program personnel and aids. Counseling, both individual and group, was available through the University Counseling and Testing Center. The Handicapped Student Services staff acted as advisors to the Counseling Center staff on problems related to disability of a student when applicable. The Handicapped Student Services staff did do some personal counseling, but made every effort to refer students to the Counseling Center in order to assimilate the program for disabled students into the regular university service.

In general, students were encouraged to utilize the regular academic support services of the University.

Objective number six (increase enrollment) has been accomplished with the mailings of descriptions of services available to all high schools in Ohio, the Bureau of Vocational Rehabilitation and Bureau of Services for the Blind offices, schools for the handicapped, and consumer organizations. Inservice training for admissions staff also occurred as a preliminary to an active recruitment effort. All University publications were updated to include mention of services and facilities available for disabled students. Special borchures were also printed. The Director of the program met periodically with the Veterans Office staff to outline possible ways to increase disabled veteran enrollment, and spot announcements of veteran recruitment included a statement about support services for disabled veterans.

In addition to the general services grant of four years, Wright State University received two supplemental grants in 1977 and 1978 to conduct state-of-the-art conferences on meeting the needs of disabled students on the postsecondary level. They had previously held a regional conference on the same topic in 1975. Planning conferences were held before each of the national conferences to determine specific objectives. An evaluation of the 1977 conference was also consulted to determine the agenda for 1978. Proceedings of both conferences were published. A third national conference subsequently occured in May, 1980, sponsored by the Association on Handicapped Student Service Programs in Postsecondary Education. Grant funds also paid for the publication of these Proceedings.

CURRENT STATUS OF PROGRAM

When the grant period ended, the program continued with minor alterations. Some expenses of the disabled students which had been paid by the program (e.g., attendant care and cafeteria assistance) were transferred to the student directly. In most cases, alternative sources of funding such as Vocational Rehabilitation were found for the expenses.

Contact: Mr. Steve Simon
(513) 873-2140 (Voice/TTY)

HIGHER EDUCATION ASSOCIATION

HEATH/CLOSER LOOK RESOURCE CENTER

10/80 — 9/83

GOAL

The purpose of this three year contract with the American Council on Education was to establish and maintain a national clearinghouse on postsecondary education for disabled people. The Center serves as an information exchange about educational support services on American campuses so that disabled people can develop their full potential through postsecondary education if they choose.

SETTING

The American Council on Education is the nation's major coordinating body in higher education. The Council represents about 1,600 universities, two-year and four-year colleges, and national and regional education associations. The Council provides comprehensive leadership for improving educational standards, policies and procedures. The Council is located in a fully accessible eight-story structure in the heart of the nation's capital.

BACKGROUND

The Council has provided leadership through Project HEATH since 1977. HEATH is an acronym for Higher Education and the Handicapped. Project HEATH, through cooperative arrangements with 24 higher education associations, national consumer organizations, and the federal government, has provided technical assistance to colleges and universities to help them become physically and programmatically accessible to disabled people. Project HEATH has been supported by private sources of money (Ford Foundation, W. K. Kellogg Foundation, Exxon, IBM and others) as well as by the federal government (Department of Health, Education and Welfare/Office of Higher and Continuing Education and Office for Civil Rights, later Department of Education/Office for Civil Rights.) Since 1977 Project HEATH has sponsored national conferences, training sessions, and workshops; prepared policy background information for the Department of Education; published books, pamphlets, directories, and newsletters; and trained a national HEATH Technical Assistance Corps of people who can assist college and university administrators plan for accessibility on their campuses.

To expand the effectiveness of the Resource Center, Closer Look was selected to cooperate with the Council to implement the contract. Closer Look has been providing parents of handicapped children and youth with information about federal and state legislation, educational opportunities, and local self-help networks for more than ten years. Closer Look has sponsored workshops, published books, pamphlets, training materials, and newsletters.

ADMINISTRATIVE LOCATION

The HEATH/Closer Look Resource Center is located within the Council's Division of Institutional Relations and operates as one of six programs in that division. The Director reports to the Division Director who reports to the President.

STAFFING

The Center is operated by a Director, Resource Specialist, and Program Assistant who are full time employees. Two Staff Advisors devote several days per month to the operation of the Center. In addition, there are several part-time researchers, clerical assistants, and student interns.

OBJECTIVES

Principle objectives of the Center are:

1) Establish the HEATH/Closer Look Resource Center as a national clearinghouse on postsecondary education for disabled people;
2) Gather information from a variety of sources which can be used to improve options concerning postsecondary education for people with disabilities;
3) Disseminate information about practices which are effective in serving disabled people on American campuses;
4) Develop new materials about topics of concern where resources are currently unavailable;
5) Involve the following target groups to carry out objectives one through four:
    - disabled people considering postsecondary education
    - disabled students currently enrolled
    - rehabilitation, vocation, career, and college advisors
    - teachers/faculty/staff—both secondary and postsecondary support service providers on campuses
    - administrators of campus, state, and national postsecondary programs, higher education associations, and disability groups.

The HEATH/Closer Look Resource Center is in its first year of operation and so is still in the process of meeting the objectives. Objective one (establishment of the Center) was accomplished by building upon the strength of the Council's HEATH Resource Center whose OCR funding was ending. By cooperating with Closer Look, and establishing an Advisory Board with representatives from target area associations, the focus of the Center was broadened from being technical assistance to colleges and universities to being an information exchange network.

Objective number two (information gathering) is being accomplished, in part, by becoming part of various networks of the target groups. There is also the growing annotation of existing resources, and the development of a Campus Resource File which contains examples of current practices which are effective in serving disabled students on American campuses.

Dissemination of information (objective number three) is accomplished in a variety of ways. "Information From HEATH/Closer Look" is a newsletter issued three times a year to over 5,000 people. The newsletter provides timely information about new publications, highlights campus programs, discusses new or pending legislation, and shares inquiries and responses. The Center operates an Information Exchange whereby people are encouraged to write or telephone questions about postsecondary education of disabled people. Center staff can usually respond within a week. Center staff participate as planners or participants in workshops, training sessions, and meetings of target groups. The Center averages 450 inquiries per month and has disseminated thousands of Resource Directories, fact sheets, annotated bibiographies, brochures, and newsletters. The Center works with target group associations, such as Association on Handicapped Student Service Programs on Postsecondary Education and others, to disseminate information.

New materials are constantly being developed by Center staff to respond to the inquiries. Fact sheets, information packets, and targeted bibliographies include but are not limited to such topics as accessibility, audiovisual materials, auxiliary aids, career development, conference access, faculty concerns, financial aid, functional limitation (blindness, deafness, mobility, learning disability), independent living, recreation and athletics, community college concerns, counseling, and disability management. These are announced in the newsletter and are available by request to the Center. This monograph is an example of the kind of new materials which are developed.

Target groups are involved (objective five) by including representatives on the Advisory Board which meets three times annually. In addition, staff work with higher education associations and other particular groups to develop materials suited to their constituency, and distribute materials at their conferences and workshops.

WHO IS SERVED

The newsletter mailing list of over 5,000 people includes those who have heard about the Center and requested to receive the newsletter. College and university administrators are the largest group so far, but a number of federal, state, and local educators and administrators, counselors, disabled consumer organization officials, private foundation executives, teachers and faculty, as well as disabled consumers and their parents or advocates are part of the service group. The Center expects to reach about 10,000 people regularly by the end of the contract period.

Contact: Rhona C. Hartman, Director
(202) 833-4707 (Voice/TTY)

SUMMARY
Abstract of Regional Education Programs and Institutional Descriptions

STIPULATED PROGRAMS

California State University at Northridge

Dr. Ray L. Jones, Director
Center on Deafness
California State University at Northridge
1811 Nordhoff Street
Northridge, California
(213) 885-2611

Founded:* 1958
Students: 28,000
Support: State
Degree: Doctorate

TOTAL $1,758,762
Noncompetitive
(1975-1980)

Offers a comprehensive range of support services for deaf students enrolled at California State University/Northridge. Such services as interpreting, notetaking, aural rehabilitation, counseling, specially developed media and tutoring are offered. Deaf students are enrolled in many different departments of the undergraduate, master, and doctoral levels.

Saint Paul Technical Vocational Institute at St. Paul

Mr. Robert Lauritsen, Director
Program for Deaf Students
St. Paul Technical Vocational Institute
235 Marshall Avenue
St. Paul, Minnesota 55102
(612) 221-1337

Founded: 1919
Students: 2,800
Support: State/Local
Degree: 2 Years

TOTAL $1,649,681
Noncompetitive
(1975-1980)

This project serves deaf students from all parts of the United States. A full range of support services are offered to students matriculating on an integrated basis in a wide variety of vocational and technical courses. Deaf students enrolled in this two-year school graduate with competitive job entry skills. A special preparatory program is offered for entering students with sub-requisite skills.

Seattle Central Community College at Seattle

Mr. Ronald LaFayette
Program for Deaf Students
Seattle Central Community College
Seattle, Washington 98122
(206) 587-4183

Founded: 1966
Students: 8,500
Support: Independent
Degree: 2 Years

TOTAL $1,367,600
Noncompetitive
(1975-1980)

Serving a deaf population exclusively, this project provides interpreting, tutoring, notetaking, counseling, career counseling, and job placement and follow-up services. A special preparatory program is also offered for entering students with sub-requisite skills.

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*Founded—Year in which the *institution* (not the REP program) came into existance. Students—Total student enrollment in all components of institution. Support—Control or affiliation as reported by institution. Degree—Highest level of offering after 12th grade. (NCES 1980-81, and institutional records.)

Delgado College at New Orleans, Louisiana

Mr. Roy L. Pierce, Director
Regional Education Center for the Deaf
Delgado College
615 City Park Avenue
New Orleans, Louisiana 70119
(504) 483-4351

Founded: 1921
Students: 10,000
Support: State/Local
Degree: 2 Years

TOTAL $1,046,822
Noncompetitive
(1975-1980)

This junior college has a special program for deaf persons. In addition to the usual services such as interpreting, counseling, notetaking, and tutoring, a special preparatory program is offered for those students who enter with low achievement levels.

COMMUNITY COLLEGES

Queensborough Community College at Queens, N.Y.C.

Ms. Barbara Froelich, Ms. Merril Para
Homebound Program
LB #406
Queensborough Community College
Springfield Blvd. & 56th Avenue
Bayside, New York 11364
(212) 631-6397

Founded: 1958
Students: 11,700
Support: State/Local
Degree: 2 Years

TOTAL $511,050
9/1/76 - 8/31/79
(3 yrs.)

This project allows college qualified persons with handicaps which prevent their presence on the campus itself to receive college instruction through special telephone hookups between the classroom and individual students' homes. Tutoring and counseling services are also offered.

San Diego Mesa College, California

Dr. Mary H. Dohran
San Diego Mesa College
7250 Mesa College Drive
San Diego, California 92111
(714) 279-2300 ext. 368

Founded: 1962
Students: 19,000
Support: State/Local
Degree: 2 Years

TOTAL $202,672
9/1/76 - 8/31/79
(3 yrs.)

Serves learning disabled students at the community college level. Special developmental learning laboratories assist these students by providing such services as tutoring, courses in basic skills, mathematics, language and written communication. Diagnostic and prescriptive teaching services are also offered, as are career and occupational counseling.

FOUR YEAR COLLEGES

Georgia State University

Dr. H. LaMarr Howard
College of Urban Life
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 658-3526

Founded: 1913
Students: 20,300
Support: State
Degree: Doctorate

TOTAL $94,799
10/1/79 - 3/31/80
(18 mos.)

Adapts an undergraduate social work curriculum to meet more fully the needs of visually handicapped students. Audio tapings, tutorial and other special assistants, alternative measures and techniques in lieu of written assignments will be explored in the development of modified curricular packages for blind social work majors.

Metropolitan State College at Denver

Ms. Mackie Faye Hill
Metropolitan State College at Denver
1006 11th Street, Box 9
Denver, Colorado 30204
(303) 629-2917

Founded: 1963
Students: 13,000
Support: State
Degree: Bachelor's

TOTAL $255,877
9/1/76 - 8/31/79
(3 yrs.)

This four year institution operates a program for developmentally disabled adults. Students served by this project are typically not able to pursue a regular college curriculum. These students receive instruction in such areas as money management, human sexuality, interviewing for a job, work etiquette, use of leisure and use of public transportation.

Western Oregon State College

Dr. Richard E. Walker,
Ms. Barbara Granneschi
Resource Center for the Deaf
Oregon College of Education
Monmouth, Oregon 97361
(503) 838-1220 ext. 444

Founded: 1856
Students: 3,100
Support: State
Degree: Master's+

TOTAL $259,836
9/1/76 - 8/31/79
(3 yrs.)

This project serves a deaf population exclusively. Interpreting, notetaking, tutoring and counseling services are provided enrolled students.

UNIVERSITIES

Southern Illinois University at Carbondale

Mr. Ronald E. Blosser
Specialized Student Services
Woody Hall B-150
Southern Illinois University
Carbondale, Illinois 62901
(618) 453-5738

Founded: 1869
Students: 22,600
Support: State
Degree: Doctorate

TOTAL $150,920
9/1/76 - 11/30/78
(2 yrs.)

Operates a Career Counseling and Placement Center for Specialized Student Services. Serves primarily visually and orthopedically handicapped students. Career development placement and follow-up are key features of this project.

State University of New York at Buffalo

Ms. Bertha Cutcher
SUNY at Buffalo
149 Goodyear Hall
3435 Main Street
Buffalo, New York 14214
(716) 831-3127

Founded: 1867
Students: 10,900
Support: State
Degree: Master's

TOTAL $490,473
9/1/76 - 8/31/80
(4 yrs.)

Special services to enrolled handicapped students are administered through the Office of Services for the Handicapped which is supported with REP funds. Several different handicapped populations are served by this project. Counseling, career placement, mobility training, assistance with mobility/eating, dressing/toileting for the orthopedically handicapped and notetaking are among the special services offered.

Teachers College/Columbia University at New York

Dr. John Hourihan
Department of Social Education
Teachers College/Columbia University
525 W. 120th Street
Box 223
New York, New York 10027
(212) 678-3868

Founded: 1887
Students: 4,800
Support: Independent
Degree: Doctorate

TOTAL $509,210
9/1/76 - 8/31/80
(4 yrs.)

This project provides technical assistance and resource services to some 75 different postsecondary institutions and some 15 rehabilitation agencies within a 50-mile radius of New York City. Among the services provided are assessing of handicapped students' problems, readers, wheelchair attendants, personal aides, specialized career counseling and job placement, campus advocacy and referrals.

University of North Dakota at Grand Forks

Ms. Kay Becker
Student Opportunity Programs
University of North Dakota
Box 8256
University Station
Grand Forks, North Dakota 58202
(701) 777-3425

Founded: 1884
Students: 9,500
Support: State
Degree: Doctorate

TOTAL $204,118
9/1/76 - 8/31/78
(2 yrs.)

Through a central program in the Student Opportunity Programs office this project serves several different handicapped populations by offering services such as tutoring, wheelchair attending, reading and study skills classes, counseling and individual living skills workshops.

Wright State University at Dayton

Ms. Patricia Marx, Mr. Steve Simon
Handicapped Student Services
122 Student Services
Wright State University
Dayton, Ohio 45431
(513) 873-3140

Founded: 1964
Students: 14,000
Support: State
Degree: Master's

TOTAL $439,815
9/1/76 - 8/31/80
(4 yrs.)

This project operates an office for Handicapped Student Services. A full range of support services for handicapped college students is offered on this prototypically accessible physical plant. The blind, orthopedically handicapped and learning disabled are among the populations served. This project also sponsored the first organizational State of the Art Conference on the Disabled Student on American Campuses on August 21-23, 1977. This conference was attended by consumers and professionals working with handicapped persons enrolled in postsecondary, continuing and career education programs.

HIGHER EDUCATION ASSOCIATION

American Council on Education

Ms. Rhona C. Hartman, Director
HEATH/Closer Look Resource Center
One Dupont Circle
Washington, D.C. 20036
(202) 833-4707 (Voice/TTY)

Founded: 1918
Support: Independent

TOTAL $457,303
10/1/80 - 9/30/83
(3 yrs.)

Establish and maintain a national clearinghouse about postsecondary education and disabled people. Gather and disseminate information about campus support services which are effective in assisting disabled students to achieve their potential in postsecondary institutions. Involved in this effort are organizations, institutions, associations, and groups which can impact the options of disabled postsecondary students such as advocate organizations, counselors and advisors, teachers and faculty, higher education associations, and campus administrators.

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HEATH/Closer Look
RESOURCE CENTER
a program of the American Council on Education

Higher Education and the Handicapped / Closer Look Resource Center—a national clearinghouse on postsecondary education for disabled people • Post Office Box 1492, Washington, DC 20013 202/833-4707 (Voice/TTY)

FACT SHEET: EDUCATION BEYOND HIGH SCHOOL— THE CHOICE IS YOURS!

There are different times in life when we are faced with decisions about furthering our education. In high school most of us wonder what the next step should be. Later, we may think about returning to school to upgrade our skills or make a career change. The onset of a disability may require training for new skills. Those of us who did not finish high school may decide later that a high school diploma or additional training would be useful.

Planning for postsecondary education is a challenge. In order to make sound decisions—and to select a program that suits each of us best—it is important to know what our choices are. There are many different kinds of programs offered at the postsecondary level. Everyone has similar options; they are no different for people with handicaps.

In recent years, as colleges and other postsecondary programs have become more available to disabled students, an increasing number have taken advantage of these new opportunities. In fact, many schools now have a special office to help disabled students find the services they require.

Listed below are descriptions of programs that exist within the postsecondary educational system and some things to consider before making choices. No one program is right for all people. Consider each one based upon your interests, your needs, your career goals and your qualifications. Good luck, and remember, it is your own careful planning, resourcefulness and determination that will help to bring about a rewarding experience.

Things to Think About Before You Make a Choice

- Do you have a high school diploma or the equivalent? This is required by most colleges and many (though not *all*) other postsecondary programs.
- Look carefully at entrance requirements. Some colleges are very selective and require good grades and high test scores. Entrance requirements may be less selective at other institutions. If you prefer to go on to learn work skills and prepare for a job right after high school, you will need to find out about admissions requirements at postsecondary vocational-technical programs.
- Some schools require admissions tests. The most commonly used are the SAT (Scholastic Aptitude Test) and the ACT (American College Testing) Assessment. Find out which test is required by the college to which you wish to apply. Ask your high school guidance counselor where and when such tests will be given. If you require special accommodations for taking admissions tests—such as a reader, an interpreter, or extended time—talk to your guidance counselor. Each of the two testing services which administer the admissions tests has information available about testing students with special needs. You may write to ATP; Services for Handicapped Students, Institutional Services, Box 592, Princeton, New Jersey 08541 for details of the SAT. The American College Testing address is ACT Assessment, "Special Testing Guide," Test Administration, P.O. Box 168, Iowa City, IA 52243.
- Accommodations can also be made for admission to vocational technical schools or technical institutes so that tests evaluate your abilities fairly.
- Your high school guidance counselor is a good source for obtaining information about specific schools. Your school or local library probably will have directories that describe colleges and vocational technical schools.

FOUR-YEAR COLLEGES AND UNIVERSITIES

After successful completion of four years of work at a college or an undergraduate program of a university, you will earn a Bachelor's degree. You should have, by that time, a good background in your major field of study as well as an understanding of a wide variety of subjects. Colleges and universities are similar in many ways, but frequently the difference between them is that of emphasis. Generally colleges are smaller and may not offer as wide a variety of courses as a university. Universities, because of the presence of professional and graduate schools, usu-

A project funded by the U.S. Department of Education

ally have a broader diversity within the student body and offer a wider variety of courses than a college can. Colleges, because of their size and concentration on needs of undergraduate students, tend to have a more personal and intimate atmosphere than universities. There are many exceptions to these generalizations. It is best to examine a variety of campuses before making a choice.

Here Are Some Other Points To Keep in Mind:

- Colleges and universities are supported by either public or private funds. The tuition at the "publics" is less costly to you because most costs are covered by tax funds. Your state university or state college are examples of publicly run schools. Private institutions are supported through endowment funds, gifts, and government aid. The amount of these funds varies; tuition tends to be higher than that of a public institution.
- Different colleges and univeristies may be recognized for particularly good courses of study offered through specific departments. If you are aware of your interests, and have decided on a field in which you would like to major (such as foreign languages, economics), then you should examine that department within the various schools you are investigating. How good is their program?
- There are a number of colleges geared to special areas of interest such as the Julliard School of Music or the Rhode Island School of Design. These schools are highly selective; students usually must show talent and proficiency. Although intensive study is provided in speciality areas, course offerings in other subjects are often limited. Other schools may specialize in technical areas such as engineering, business or architecture. Again, there is a heavy concentration of courses geared to the specialty area.
- Other types of specialty schools are those which are geared to students with specific disabilities. For example, Gallaudet College in Washington, DC is primarily for students with hearing losses.

JUNIOR AND COMMUNITY COLLEGES

These two year colleges provide you with another alternative which may suit your needs. They offer a variety of courses which, upon successful completion of the work, may lead to either a Certificate or Associate's degree.

Junior colleges are most often privately supported postsecondary institutions offering an Associate of Arts (A.A.) degree. The majority of them provide programs in the liberal arts field. Their primary purpose is to serve students who are not quite ready to take on the complexities of the four-year college and university system. Junior colleges provide additional preparation time and help students transfer to a four-year institution after receiving their degree.

Community colleges have grown rapidly over the past few decades. They are far more prevalent than junior colleges. Since many of them are new, they tend to have fewer physical barriers and their campuses have been designed so that students with mobility impairments can move about and use facilities with ease. Many additional services for students with all types of disabilities are likely to be available.

Community Colleges Have These Features:

- They are publicly funded, and have either no or low-cost tuition.
- They offer a wider range of programs than junior colleges. Many provide courses of study in the liberal arts and provide students with the opportunity to transfer to a four-year school. They also frequently offer vocational and occupational programs. It is possible to graduate with a Certificate and a useable job skill. Students may prepare themselves for occupations such as computer programmers, X-ray or marketing technicians, auto mechanics, secretaries and dental assistants.
- They exist in or near many communities; it is not usually necessary to move away from home in order to attend.
- Generally, the only admissions requirement is a high school diploma or its equivalent.
- Because a greater number of disabled students are participating in these programs, many community colleges have become "experts" in finding ways to meet the special needs of students with handicaps.

VOCATIONAL TECHNICAL SCHOOLS, TECHNICAL INSTITUTES AND TRADE SCHOOLS

While these types of programs differ in certain respects, they are all designed to prepare students for gainful employment in recognized occupations. Skill training in specific fields or increasing the level of skills you've already achieved are at the heart of these occupational programs. A course of study may take anywhere from two weeks to two years to complete. This will depend upon the nature and difficulty of the skill area. For example, learning to be a veterinarian assistant technician can take up to a year and a half, but a program in dog grooming only requires eight weeks. Certificates are generally earned by students who complete a full program of study. Further work may be needed in some fields in order to be licensed. For instance, most states require that cosmetologists pass a written exam to receive a license before they can begin work.

Most of these schools have an open enrollment policy, which means that the major requirement for admissions is a desire to learn. Some of the private trade and technical schools require a high school diploma or GED credential. However, work experience, without a diploma, can sometimes meet requirements for enrollment.

What Are the Differences Among These Schools?

- **Vocational-Technical Schools** offer a wide variety of occupational programs. You can be trained for a number of jobs in such fields as construction, marketing, office occupations, health and food services. These schools are usually publicly supported, and therefore, are relatively inexpensive.

- **Technical Institutions** are usually two-year institutions. Instruction is offered in the technologies (e.g. medical assistants, computer programming, industrial technology), at a level above the skilled trades and below the professional level.

- **Trade Schools** provide training in one trade or craft or different skills or crafts within one occupational group. You may have noticed the ads on TV for diesel mechanics programs, truck driving schools or radio broadcasting. These are all examples of trade schools.

Things To Check Out About Vocational Technical, Technical Schools and Trade Schools

- What are the admissions requirements? Do you need to have a certain reading or math level, or pass an entrance exam?

- What are your interests? Will jobs be available in your area after you've received training? If not, are you willing to move to where the jobs are? Will the school help you find employment?

- Is the school licensed by your state's postsecondary school licensing bureau? Most states require a license, but a few do not. You can find this information in the school's catalogue.

- Is the school accredited? This is important. It means that the school has passed a thorough examination by an accrediting agency recognized by the U.S. Department of Education. The school is evaluated in such areas as educational quality and teaching ability.

- Does the school make use of laboratories or shops so that most of the training takes place in a setting which resembles the real work environment?

- Is there anyone in the program who can help make accommodations for your specific needs?

HOME STUDY

Home study provides you with an opportunity to learn a skill or earn an academic degree at your own pace, at home. This is also referred to as correspondence instruction. Many of the courses offered provide complete vocational training in areas such as advertising, drafting, jewelrey design and piano tuning. There are also programs that can prepare you for a high school diploma or a bachelor's degree. Certain courses of instruction may be highly specialized, such as those which are offered in braille or Spanish.

The materials are prepared in a sequential, logical order. When each lesson is completed, the student mails the assigned work to the school for correction, comments and grading. The assignments are then mailed back to the student with the next lesson.

The length of the course varies, according to the subject matter and the school itself. Some courses of study may only take a few weeks to complete, while others may require three to four years of intensive study.

If home study seems "right" for you, make sure the school has been accredited by the National Home Study Council. A directory of accredited schools is included in this packet.

ADULT EDUCATION

Adult Education programs are designed to provide instruction below college level to any person sixteen years of age or older who no longer is being served by the public education system.

There are many different kinds of programs and courses available, and you can find them in a variety of settings, including neighborhood high schools, community centers, or on university and community college campuses. Generally, these programs are held in the evenings or on weekends so that people who work can participate. The cost of tuition varies. Many courses are offered free of charge, while others may require a relatively low registration fee.

The range of programs referred to as adult education is vast. Some examples are:

- **Adult Basic Education** offers programs in basic reading and math skills, courses to prepare you for the GED tests (which can qualify you for a high school equivalency credential) and English as a Second Language Program (ESL). Special accommodations for taking the GED course or test can be arranged for you, if you need them. Check with your local board of education, or your State Director of Adult Education to get more information on these accommodations and on the programs themselves.

- **Continuing Education Programs** may be offered through your local board of education, your local department of recreation or nearby community college. The course selection is extremely varied and can differ in each location. You may choose from among instruction in basic academic skills to those designed to upgrade your employment or employability skills (e.g. business management, typing, real estate). Many courses, such as parenting, camping survival skills, or flower arrranging are offered purely for enjoyment or enrichment. Courses are generally non-graded and non-credit. Often you will receive a schedule of classes in the mail from the sources that provide these opportunities. Local radio stations may announce registration dates and locations for new sessions. Your local library may also keep a schedule of classes on hand.

The options are extensive; making the right choice may seem difficult. Some people may try out a couple of programs before they find the one that "fits." Others select a new program as their needs and interests change. We hope your first option works for you—but remember, you always have a choice.

Text by Susan J. Sorrells, August 1981

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FACT SHEET: STRATEGIES FOR ADVISING DISABLED STUDENTS FOR POSTSECONDARY EDUCATION

INTRODUCTION

Times Have Changed

Opportunities are expanding for postsecondary education, career options, and life choices for people with disabilities. Legislation, such as the Education for All Handicapped Children Act (PL 94-142) and the Rehabilitation Act (especially Section 504), and the growing awareness of disabled people and their advocates require that stereotypes be reexamined. American campuses have made great progress towards making education a reality for qualified disabled students.

This fact sheet has been designed to assist those who advise or counsel students at all levels of education, but especially those who work with students in high school, community and junior colleges, vocational technical schools, four year colleges, universities, and graduate programs. Counselors with Rehabilitation Services and Veterans Services as well as educational brokers will also find this material helpful in light of the current increase in program and facility accessibility today's American campuses.

Disabled Students Today

People who, by birth, illness, or accident do not have use of one or more of life's functions are disabled. The term "functional limitation" describes the impairment of vision, hearing, mobility, voice, or information processing regardless of cause. Some people have a disability which is obvious—such as one who moves about in a wheelchair. Others may have a hidden functional limitation—such as a person with low vision or a low endurance threshold. With the expansion of opportunities mentioned above, it is crucial that a disabled student be encouraged to develop his/her abilities, examine life choices, career options, and educational programs so that he/she can maximize potential and become an independent person. Advisors and counselors can help by providing clients with their own best practices while keeping in mind the strategies identified below.

STRATEGIES

Encourage Students to Assess Strengths and Potentials

Students need to develop and assess academic, social, and personal strengths and potentials. All students, including those with disabilities can do so by following these suggestions:

- Take courses in many disciplines: arts, science, math, vocational/technical subjects—exclude *none* because of disability.
- Explore life experiences by trying a variety of school activities, social functions, volunteer and paid jobs.
- Develop personal skills such as problem solving, decision making, and disability management.

Books and pamphlets readily available in the library or on display in the office about the topics which follow are especially useful for those, particularly disabled students, whose social experience may be limited:

social relationships
career options
sexuality
educational choices
civil rights
independent living
availability and management of personal assistance and assistive devices

Workshops or seminars which include both able bodied and disabled students on such topics as assertiveness, communications skills, and life choices can benefit all concerned.

Provide Non-Restrictive Career Counseling

All students, including those with disabilities, need advice about career choices which is based on the student's abilities, skills, motivations as well as on a realistic picture of today's job market. Guidance toward stereotypical occupational goals and incomplete information should be avoided. Em-

A project funded by the U.S. Department of Education

phasis on the following ideas will lead to nonrestrictive career counseling:

- realistic information about employment trends in current and future job market
- accurate information about educational and certification requirements
- examples of coping strategies and adaptations used by successful disabled people working in various careers
- decision-making based on aptitude, interest, and ability

Encourage Students to Base Postsecondary Decision-Making on a Variety of Criteria

Encourage student to understand his/her needs and to negotiate accommodations with prospective college administrators to determine the best choice among several possibilities. The criteria below should be considered in the order of importance as listed.

- training available: field of study, reputation, diversity and size of student body, intellectual and social environment
- cost: family or third party contribution, availability of financial aid, work-study or cooperative education opportunities, scholarships/internships.
- auxilary aids and accessibility: quality and type of support services appropriate for student's disability

Assure Access to the Environment for Counseling

Above all, handicapped people are especially aware of attitude. Students' progress will be enhanced by the counselor's positive, supportive attitude—one which focuses on the *abilities* not the disabilities of the students. Positive attitudes can be conveyed by being sure that:

- The physical environment of the guidance office or setting is accessible to all clients.
- Information is publicized about how appropriate accommodations, by prior arrangement, can be made by a student whose disability precludes using the regular facility, or who relies on alternative modes of communication.
- Alternative modes of communication might include the presence of an interpreter, parent, or Rehabilitation Services counselor; or use of an adaptive device such as a speech board or TTY (telecommunications device).
- Communication with a disabled student takes place by looking and talking directly to the student/client, not the third party or aid.

There may be times during advising situations when confidentiality becomes an issue. After establishing rapport, even though a third party seems necessary for communication, inform the student/client that the presence of a third party is *optional* and that at least some of the interview time should be between advisor and student alone. Counselor can suggest various ways to accomplish the dialogue:

- Request parent or Rehabilitation Services Counselor to wait outside and meet at a certain time.
- Suggest communication by writing (or using assistive device) instead of through an interpreter.

Before making any arrangements, or when in doubt, ASK THE STUDENT. He/she may have given the matter thought and can suggest a simple, inexpensive adaptation to the regular situation.

RESOURCES

These Selected Resources May Help Implement the Strategies Above

AHSSPPE—Association on Handicapped Student Services in Postsecondary Education—is the national organization of leaders in the field of providing support services to disabled college students. Information sharing is a key element of their goal which is to upgrade the quality of services to disabled students. Member services include annual conference, newsletter, and resource referral. Contact President Richard Harris, AHSSPPE, Student Center B-1, Ball State University, Muncie, Indiana 47306. AHSSPPE members listed below have had extensive experience advising disabled students and have agreed to be a resource for counselors and advisors with particular questions.

Rubin Russell, Lic. Psychol.
Director of HDC Services
Northern Essex Community College
Haverhill, MA 01830
(617) 374-0721 ext. 267
(617) 373-1720 (TDD)

Linda Donnels, Director
Services for Students with Disabilities
George Washington Univ.
2121 Eye Street, NW
Washington, DC 20051
(202) 676-8250 (Voice/TTY)

Brenda Cooper, Director
Services for Disabled Students
University of South Carolina
Columbia, SC 29208
(803) 777-6744

Hazel Z. Sprandel, Associate Dir.
Special Projects
Special Educational Service
Washington University Box 1135
St. Louis, MO 63130
(314) 889-5970

Ron Blosser, Director
Specialized Student Services
Southern Illinois University
Carbondale, IL 62901
(618) 453-5738

Lynn M. Smith
P.O. Box 2154
Bellingham, WA 98225
(206) 384-0986

Gwen Callas, Coordinator
Handicapped Student Services
Kent State University
102 Administration Building
Kent, OH 44242
(216) 672-3391

Cindy Kolb, Director
Disabled Student Services
San Francisco State Univ.
1600 Holloway Avenue
San Francisco, CA 94132
(415) 469-2472

Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide, Jay Watkins, Editor, 1979. The Guide presents a sampling of concepts, experiences, activities, and resources contributed by practitioners at colleges throughout the country. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. #187352. $15.00 plus $2.22 postage for book or $1.09 for microfiche.

The College Connection, by Zola Dincin Schneider and Betty Good Edelson is a 96 page handbook for college bound students. It contains examples of both able bodied and disabled students going through the steps necessary for selecting a college. Single copies available for $3.25 to the College Connection, Box 4102, Chevy Chase, MD 20015.

Guidance, Counseling, and Support Services for High School Students with Physical Disabilities, by June Foster, et. al., (1978), Technical Education Research Centers (TERC). The 457 page comprehensive sourcebook covers in detail most aspects of advising disabled students. Available for $15.00 from TERC, 44 Brattle Street, Cambridge, MA 02138.

1980-81 Rehabfilm Catalogue is a 29 page annotated listing of 91 films and videotapes from around the world relating to the handicapped. Each title has undergone a rigorous review process. Free by request from Catalogue, C2, Rehabfilm, 20 West 40th Street, New York, NY 10018.

HEATH/Closer Look Resource Center will send you by request single copies of any of the folllowing selected materials:

Access for Handicapped Students to Higher Education, a reference handbook, by Philip Jastrum and Guy Mc Combs is the outcome of a series of five national workshops sponsored by the American Association of University Professors and Project HEATH in 1980. The 77 page book includes presentations about attitudes and behaviors, spirit and philosophy of academic adaptation.

1981 HEATH Resource Directory—Summarizes the 504 Regulation of the Rehabilitation Act of 1973 as it applies to postsecondary institutions and lists over 50 national resources.

"Are You Looking for Information About Postsecondary Education?" is an annotated listing of 30 books and pamphlets selected to answer questions young disabled persons may have about future choices.

"Looking for Ways to Serve Disabled Students More Effectively?" contains an annotated and informed selection of 30 books, pamphlets and papers which are directed to professionals.

Technical Assistance Corps Directory contains the names and addresses of over 130 persons selected and trained by Project HEATH to have expertise in access to campus facilities and programs for handicapped students. The names are listed by state for ease of reference.

In addition, the Center has fact sheets and packets about a number of topics which are of concern to postsecondary education for disabled persons. Contact the Center for copies of materials listed above, for response to particular inquiries, and to receive the quarterly newsletter, "Information from HEATH/Closer Look."

Compiled by Rhona C. Hartman with advice and encouragement from Cindy Kolb, (AHSSPPE), Linda Donnels (George Washington University), and Jane Howard-Jasper (American Personnel and Guidance Association). August 1981

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FACT SHEET: THE LEARNING DISABLED ADULT AND POSTSECONDARY EDUCATION

Learning Disability is a hidden handicap. Persons with learning disabilities are often mislabeled by others, misunderstood, and lack appropriate emotional and educational support. Definitions of learning disabilities are varied and elusive. Dale Brown, in *Steps to Independence for People with Learning Disabilities*, writes the following:

> Learning disabled adults receive inaccurate information through their senses and/or have trouble processing that information. Like static on the radio or a bad TV picture, the information becomes garbled as it travels from the eye, ear or skin to the brain. . . . In general, [learning disabled adults] are capable of learning and performing at their age level, but their learning is affeacted by the problems they have with perception. They tend to have unique ways of gathering information from the world around them.

A learning disabled person is not retarded. The learning disabled student's capacity for learning is infinite. This is especially true when students and postsecondary educators work together to accommodate innovative ways of information processing in educational settings. There are presently many postsecondary institutions which offer special facilities, accommodations and often separate admissions for the learning disabled student. Some of these have formalized LD programs, others offer support services within an overall handicapped services program, and others, particularly smaller institutions, offer services only on an individual basis. The success of any of these for any particular student is a highly individualized matter.

Educational settings provide more than academic support for the learning disabled student. Counseling (career and personal) and peer support will help a student recognize his or her special qualities and abilities as well as the fact that he/she is not alone in his/her disabilities.

Because there is no *complete* listing of postsecondary institutions and their programs and/or accommodations for students with learning disabilities, it is recommended that the prospective student assess his/her own educational goals, strengths and needs and then contact every campus of interest for questions and information.

Some Postsecondary Institutions Which Have LD Programs

The following are some examples of the types of programs available to students with learning disabilities. All provide (or help the student obtain) such supports as taped texts, scribes, readers, additional time for tests, and counseling. Some offer additional specialized supports. They often differ in regard to admissions procedures, tuition coverage, course credit toward degree and whether or not some academic subjects have special sections for LD students. The listing is *not* meant to be complete or comprehensive but may serve as an information base for you.

Program for Learning Disabled College Students — 4 Year + Private
Adelphi University
Eddy Hall
Garden City, New York 11530
Fred Barbaro, Director (516) 663-1006

Students participating in this program are enrolled in a four year regular program but, in addition, receive special educational and social support services including individual and group counseling, note-taking, tape recording and untimed tests. The program begins before the freshman year with a five week period of diagnostics, evaluation and remediation. Students are required to participate in all the services offered, in addition to course work, and must take at least 12 credits. Both the summer and the regular session involve additional costs.

Higher Education for Learning Disabled Students (HELDS) — 4 Year + Public
Educational Opportunities Program
Central Washingotn University
Ellensburg, Washington 98926
Myrtle Snider, Director (509) 963-2131

HELDS, now in its second year of a three-year federal grant, offers taped resources, tutoring, counseling and special approaches to testing. Students with a high school diploma or a GED certificate may either apply through the regular admissions procedure or to the Educational Opportunities Program which may, providing other criteria are met, admit students who cannot be admitted through the regu-

A project funded by the U.S. … of Education

lar process. Faculty awareness is an integral part of the program. Faculty members in their respective departments participate in the formation of learning packets to be distributed widely to educators upon completion of the project.

The Ben D. Caudle Special Learning Center — 4-5 Year, Private
The College of the Ozarks
Clarksville, Arkansas 72830
Dr. D. Douglas Saddler (504) 754-3034

This program is designed for students who have average or above average intelligence but have been denied opportunity in previous educational settings because of specific learning disabilities and lack of appropriate services. Students attend regular classes with non-learning center students but receive additional compensatory skills and techniques of study training taught by professional learning coordinators. The program emphasizes college as a total learning environment. A high school diploma is *not* required.

Learning Center/Program of Assistance in Learning (P.A.L.) — 4-5 Year, Private
Curry College
Milton, Massachusetts 02186
Dr. Gertrude Webb, Director (617) 333-0500 ext. 247

P.A.L. is an LD program which is individually designed and is above and in addition to regular college curriculum (coursework is the same for all Curry Students). The program stresses the art of communication and offers individual tutoring and small group work as well as many other supports. There are separate admission procedures for students with learning disabilities. P.A.L students admitted to Curry do not exceed 10% of the Freshman class. Additional tuition is required.

Learning Center Program — 2 Year, Public
Montgomery College
Rockville,Maryland 20850
Lynne Harrison Martin, Coordinator
(301) 279-5058

Remediation of existing skills when possible and teaching of coping strategies are the immediate goals of this program. Individual tutoring (community volunteers and paid student assistants), a College Survival course and faculty liaison are available to students with learning disabilities among other support services. There is no additional tuition.

Learning Disabilities Program in the Academic Improvement Center — 4 Year, State
Metropolitan State College
1006 11th Street
Denver, Colorado 80204
Eva Dyer, LD Program Developer or
Myra Bookman, LD Specialist

Students are enrolled in a four year regular degree program while also receiving intensive one on one or small group assistance through trained individuals. English, math, and reading LD classes are offered for credit in the respective departments and incorporate comprehensive materials. The cognitive strategies approach is the instructional philosophy through which students learn content. For example, spelling is used as a vehicle for teaching thinking and problem-solving—skills which can be transferred to the regular classroom. This system helps the student build awareness of the thought processes and leads to a sense of self-control. There is no additional tuition for program involvement.

Communication Services — 4-5 Year, State
Southwest State University
Marshall, Minnesota 56258
Marilyn Leach, Supervisor (507) 537-6296

A component of Rehabilitation Services, Communication Services offers compensatory training for learning disabled students as well as other students with communication disabilities. A Writing Center with individualized tutoring, tutors and a Learning Strategies Workshop are among the support services offered.

Project Achieve — 4 Year +, State
Department of Special Education
Pulliam Hall, Room 122
Southern Illinois University
Carbondale, Illinois 62901
Dr. Barbara Cordoni, Director (618) 453-2311

Project Achieve's goal is to teach students how to organize their own time and their own work. Application to the program is separate from application to the University and the procedure includes a two-day diagnostic work-up. Tutors, a Learning Center, short term remedial courses, and a Typing Keys Program which teaches perceptually handicapped students to type are among the supports offered. Students are enrolled in regular classes and there is no additional fee for support services. **SIUC special educators also assist other colleges and universities in working with learning disabled students under the direction of Dr. Cardoni.

Center for Multidisciplinary Studies — 4 Year +, State
Moorhead State University
Moorhead, Minnesota 56560
Lynn Lockhart, Coordinator,
Disabled Student Services (218) 236-2227

Moorehead does not have a "formal" LD program but this center was founded as an open admissions program (open admissions applies to incoming freshman only) for those who could not meet the standard admissions requirements due to any type of educational disadvantage. There is not extra tuition charge for participation in the Center. Instructors, though not specifically trained to teach the learning disabled, are sensitized to the needs of the student with learning disabilities. The Center has an enrollment of about 400 students and classes are small, informal, and non-competitive.

Federally Supported Programs

The Regional Education Programs for Deaf and Other Handicapped Persons under the Office of Special Education and Rehabilitative Services, Department of Education, makes Federal awards to exemplary demonstration projects of support services to handicapped students in postsecondary education. This year eighteen programs were given awards, four of which focus on activities for learning disabled students. Request to be put on the mailing list for grant application packets. For more information, write or call: Dr. Joseph Rosenstein, Coordinator, Regional Education Programs for Deaf and Other Handicapped Persons, Room 3121, Donahoe Building, 400 6th St., SW, Washington, DC 20202 (202) 245-9722 (Voice), 245-9598 (TTY).

Some Organizations and Self-Help Groups

ACLD, Inc., Association for Children and Adults with Learning Disabilities, Jean Petersen, Director, 4156 Library Road, Pittsburgh, PA 15234, (412) 341-1515 or (412) 341-8077.

This is the national listing of a nonprofit organization which is concerned with the advancement of opportunities and general welfare of all learning disabled persons. The Learning Disabled Adult Committee, part of the Association, serves as an advocate for better educational opportunities for adults with learning disabilities in college, university and vocational training. For more information about LDAC, contact Katharine Tillotson, Chairman, Post-Secondary Committee at the above address (412) 231-7977.

Orton Society, Site 113, 8415 Bellona Lane, Towson, Maryland, (301) 296-0232.

This organization is concerned with specific language disability and its diagnosis and treatment. As an educational and scientific society, it is the source of much material, particulary information on dyslexia.

National Network of Learning Disabled Adults, Box 3130, Richardson, Texas 75080.

The National Network of Learning Disabled Adults was formed in 1980 to organize self-help groups around the country. It provides a newsletter about learning disabled adults and has an updated list of self-help groups nationwide.

LAUNCH, Inc., The Coalition of LD Adults, Department of Special Education, East State Texas University, Commerce, Texas 75428, John R. Moss (214) 886-5932.

This self-help organization is developing extensive chapters throughout Texas for learning disabled adults, and publishes a newsletter, "Launcher," which describes their goals and activities.

Time Out to Enjoy, Inc., 113 Garfield Street, Oak Park, Illinois 60304, Dian Rindenour, Director (312) 383-9017.

The goal of this organization is to help learning disabled adults help themselves and to inform the general public about learning disabled adults through resource collection and sharing.

Marin Puzzle People, Inc., 1368 Lincoln Avenue, San Rafael, CA 94901, Jo Ann Haseltine, Program Director (415) 388-4236.

A series of mini-courses is offered in such survival skills as driver's education, basic mathematics, and management. Group and individual counseling is available. The organization serves as a clearinghouse a bout LD in California with the publication of a newsletter.

Adelphi Learning Disabled Adult Organization, Adelphi Social Service Center, Adelphi University, Garden City, New York 11530, Nonnie Star, Program Coordinator of the Learning Disabled (516) 560-8060.

Learning Disabled Adults from Metropolitan NY, whether they are enrolled in the University or not, meet to share experiences and career opportunities with support from the Social Service Center. Ms. Star, group leader, is herself learning disabled and has learned how to utilize her strengths and minimize the effects of her disability.

Association of Learning Disabled Adults—ALDA, P.O. Box 9722, Friendship Station, Washington, DC 20016, Dale Brown, contact person.

ALDA formed in 1978 as a model self-help group. It provides technical assistance to people who wish to organize learning disabled adults.

Institute for Research in Learning Disabilities, 313 Caruth-O'Leary Hall, University of Kansas, Lawrence, Kansas 66103, Don Deshler (913) 864-4780.

Dr. Deshler is editor of the *Learning Disabilities Quarterly* and directs the Institute. The research is directed around the learning strategies approach which attempts to help the learner become efficient with the abilities he/she has. Institute research may be of help to those who instruct learning disabled students in academic, vocational and technical programs.

PUBLICATIONS/RESOURCES

Time Out to Enjoy, Inc. has recently published "A Guide to Post-Secondary Educational Opportunities for the Learning Disabled." The guide is the result of a research study of colleges, universities, technical schools and other postsecondary institutions that have accommodations and services for learning disabled students (155 responses are included here). $12.00 Write: Time Out to Enjoy, Inc., 113 Garfield St., Oak Park, Illinois 60304.

"Steps to Independence for People with Learning Disabilities," by Dale Brown, is a source of much useful information for learning disabled people, their parents and concerned professionals. Particularly valuable are ideas on how to cope with specific disabilities in order to become economically independent. Order from Closer Look, Box 1492, Washington, DC 20013 (202) 833-4160.

"Section 504: Help for the Learning Disabled College Student" by Joan Sedita is a discussion of Section 504 of the Vocational Rehabilitation Act Amendments of 1973 and its implications for college learning disabled students. Also discussed are admissions procedures, academic adjustments, auxiliary aids, etc. Available from Landmark School, Prides Crossing, Massachusetts 01965 $1.00—Inquire for bulk rates.

"Learning Disabilities in the Classroom," a slide-tape show concerned with students with learning disabilities in a postsecondary setting, is available for rent from the Learning Resources Center at Morris Library, Southern Illinois Univerisity, Carbondale, Illinois 62901. $25.00 covers the cost for two days and can be applied toward an eventual purchase price of $150.00. Address inquiries to Dr. Don Winsor at the above address or call (618) 453-2258.

Recorded Texts

Recording for the Blind may be available for the learning disabled person. The person must register with RFB by sending an application which has the disability certified by a counselor or physician. If certified, all services and materials are free. For application blank, contact Recording for the Blind, Inc., 215 East 58th Street, New York City, NY 10002. (212) 751-0860.

"Talking Books" from the Library of Congress, National Library Service for the Blind and Physically Handicapped may be available for a learning disabled person. Medical certification stating that the person cannot read due to an organic disfunction, is necessary. For application, contact Library of Congress, National Library Service for the Blind and Physically Handicapped, 1291 Taylor Street, NW, Washington, DC 20542. (202) 822-5500.

High School Equivalency Testing for Students with Special Needs

Persons with learning disabilities who wish to take the high school equivalency exam can obtain special accommodations and editions of the exam through the GED (General Educational Development) Testing Service. The Chief Examiner must be provided with professional verification of the disability. Special editions include braille, large print and audio cassettes. Special accommodations include additional time, quiet surroundings, low-glare lighting, etc. The fact that the test was taken under special conditions will not be included on the student's record. For more complete information, contact the Adult Education Agency in your state.

College Testing Services for Students With Special Special Needs

Persons with learning disabilities may obtain, if necessary, special accommodations and/or editions of either of the two most commonly used admissions/placement tests—the Scholastic Aptitude Test (SAT) provided by the Admissions Testing Program of the College Board and the American College Testing (ACT) Assessment. Extended time, cassettes, readers, large type, and marking assistance are among the special arrangements permitted. These requests should be made well in advance of the exam date. The details of what is involved in special testing varies between the two testing services. Of particular importance is whether or not the fact that the test is taken under nonstandard conditions is noted on the student's records. The SAT notes any test taken under nonstandard conditions. The ACT makes no reference to special testing unless extended time was used. Students, parents, and counselors may want to talk this over and decide whether or not the disability warrants special testing. For complete details about special testing and other tests provided by the two testing servics, contact:

ATP: Services for Handicapped
Students
Institutional Services, Box 592
Princeton, NJ 08541

The ACT Assessment—"Special
Testing Guide"
Test Administration
P.O. Box 168
Iowa City, IA 52243 (319) 337-1332

The resources listed throughout this fact sheet can supply continual information and updates in the area of learning disabilities. *Ask to be on their mailing list!*

Prepared by Nancy Geyer and Rhona C. Hartman, Director HEATH/Closer Look Resource Center. August, 1981

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FACT SHEET: COMMUNITY COLLEGES AND HANDICAPPED STUDENTS—CONCERNS AND RESOURCES

Administrators and student service providers at many community colleges have responded with imaginative and cost effective programs to assure that large numbers of disabled students can enrich their lives and increase their career options through education and training. More than one third of the nation's postsecondary institutions are community and junior colleges. Surveys of the American college freshman by the American Council on Education show that over 50% of handicapped students enroll for credit in two year schools, a vast majority of whom choose public institutions. In addition, more enroll in the many non-credit "life enrichment" courses which community colleges offer. The Rehabilitation Act of 1973 and especiallly the Regulation concerning Section 504 enhances the opportunity for many disabled people to pursue postsecondary education, many of whom try this first at their local community college.

This fact sheet will help those responsible for effectively serving the college and community—especially trustees, presidents, deans of students, faculty, disabled student service coordinators, and other staff. Community colleges are moving beyond the bricks and mortar of achieving physical accessibility and, in the face of the current budget crunch, must focus on ways of meeting community needs in an efficient manner.

In the following pages some community college concerns have been indentified for discussion. Resources which could be useful in planning and choosing options are listed. The final section provides the names of selected experienced community college disabled student service leaders who might advise on particular ideas.

COMMUNITY COLLEGE CONCERNS

Where to Begin

Whether a campus is taking a first look at how to make its program and facility accessible or reordering priorities in the face of fiscal crises, the most important step is to name an Advisory Board on which to depend for balanced judgement. Such a Board should include representatives from various campus functions: student service, academic affairs, physical plant, and library. In addition, disabled persons, some of whom are students, should be included to assure that ideas for making the campus accessible are both necessary and cost effective. It is especially important to include leaders of such community resources as Vocational Rehabilitation Services, Vocational Education Department, Centers for Independent Living or organizations of disabled people, and the Mayor's (or County Councilor's) office. Input from a broad range of interests can assure a campus administrator of developing a realistic plan.

Appropriate Utilization of "Open Door" Policy for Handicapped Students

"Open Door" refers to the policy in a number of states which permits anyone who is a high school graduate (or equivalent) OR is eighteen years old to enroll in a community college. This policy has the potential for bringing in large numbers of students, both able bodied and handicapped, who are incapable of doing college work as it is generally understood. Several of the most serious concerns include:

To what extent must support services for disabled students be provided? Such services as tutoring, counseling, career planning, placement and other services which are available on campus for all students must be accessible for those with disabilities as well. Usually little or no adaptation of existing student services will make them available to disabled students.

What about the student—does he/she really belong in college? The disabled student has the same need as others to try to succeed in college and gain the benefits of being in an age-appropriate setting with accompanying socialization opportunities. A disabled student also has the same right as others to fail and be counseled into an appropriate option.

What about the services of readers, interpreters, notetakers, lab assistants and/or the purchase of such devices as tape recorders, automatic door open-

A project funded by the U.S. Department of Education

ers, or electronic visual magnifiers? These auxiliary aids may be necessary to make a program, course or service accessible to some students with some disabilities. The Advisory Board can be effective in determining the necessary reasonable and nondiscriminating policies concerning auxiliary aids.

Appropriate Accommodations for Academic, Technical and Vocational Programs

Accommodation for disabled students by the institution, may call for the reexamination of policies, practices, and standards so that they do not implicitly exclude a person because of his/her disability. Administrators of all programs need to identify those essential, reasonable, defensible, academic and vocational/technical standards against which all students are measured equally during the application process, course evaluation, and graduation. The resources and Disabled Student Services leaders listed below can be helpful in suggesting guidelines and examples of accommodation.

Identification of Disabled Students and Development of Support Services

As the college itself becomes more and more accessible, this information should be included in all recruitment materials including brochure and catalogue. *The community*, and especially rehabilitation counselors and veterans' service personnel, need to be educated about the variety of programs available—including services for disabled people. The wider the recruitment net, the greater will be the number of potential students. *Once on campus*, disabled students should be encouraged to voluntarily identify themselves after admissions and request and/or discuss for evaluation the support services which will enhance their chance for success. Forms placed in registration packets, available at placement interviews, and discussed during orientation activities will provide such encouragement. *In the class room* faculty can establish the appropriate avenue for requesting accommodation by announcing at the first class meeting:

> I would appreciate hearing from anyone in this class who has a handicap which may require some special accommodation. I am reasonably sure we can work out whatever arrangement is necessary. See me after class or during my office hours. Contact me this week—not after the first quarterly exam.

The actual services provided for disabled students should, whenever possible, be coordinated with those that exist for all students. There is no advantage to either the institution or the student to duplicate, for example, placement services. Only when no appropriate service exists on campus, should a new one be developed for disabled people. The resources identified below may be helpful to the administrator who coordinates student services.

Additional Concerns

Advisory boards for handicapped concerns in community colleges frequently need to develop strategies for the following areas:

- Responsibility to such underserved community groups as those who are learning disabled, emotionally disturbed, mentally retarded, and temporarily disabled.
- Methods of effective coordination with Vocational Rehabilitation Services.
- Development of funds for physical access and auxiliary aids.
- Delivery of services within a multi-campus structure.

RESOURCES

These books and other resources are organized to facilitate access by the topics as listed.

Administration and Facilities Access

National Association of College and University Business Officers (NACUBO) has produced the following books and articles—limited number available through the HEATH/Closer Look Resource Center (At least one copy of each was sent to each campus President. Check on campus first.):

Guide for 504 Self-Evaluation for Colleges and Universities.

Issues and Answers.

Management of Accessibility for Handicapped Students in Higher Education.

Association of Physical Plant Administrators (APPA) has produced the books listed below. They are available by prepaying the price listed alongside each, from AAPA, 11 Dupont Circle, Washington, DC 20036, or G.P.O. as indicated.

Creating an Accessible Campus—$12.50.

Steps for Campus Accessibility—$5.50.

Modifying Existing Campus Buildings: Guidelines for Architects and Contractors and Accessible Products Catalogue—free from HEATH/Closer Look.

Adapting Historic Campus Buildings—Prepay $4.25 to Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-500-0034-2).

Federal, State, and Local Resources

Auxiliary Aids, a resource guide for postsecondary schools, rehabilitation agencies, and handicapped individuals is a product of the Department of Education. The guide details the Section 504 discussion of auxiliary aids and summarizes Federal programs from which money might be available. Single copies available from HEATH/Closer Look Resource Center.

Clearinghouse on the Handicapped, Room 3130 Switzer Building, Washington, DC 20202 compiles directories and keeps track of federal activities relevant to handicapped people. Bimonthly newsletter, "Programs for the Handicapped," is available free by request.

Within your state, contact the Governor's Committee on Employment of the Handicapped, State Director of Community Colleges, and State Director of Vocational Rehabilitation.

Consult your local or regional United Fund for a listing of disability groups who might provide advice, resources, and encouragement. Service organizations such as Kiwanis, Optimists, and Lion's clubs can often assist your school to develop a particular service or purchase unique items. Consult area Centers for Independent Living and other organizations of disabled people for a variety of ideas and cooperative efforts.

Staff and Program Development

Two annotated listings are available from the HEATH/Closer Look Resource Center which can provide useful background. The *1981 HEATH Resource Directory* summarizes the 504 Regulation of the Rehabilitation Act of 1973 as it applies to postsecondary institutions and lists over 50 national resources. "Looking for Ways to Serve Disabled Students?" contains a selection of 30 books, pamphlets, and papers which are directed to professionals. In addition, the Center has fact sheets and packets about a number of topics which are of concern to postsecondary educators of disabled people. Contact the HEATH/Closer Look Resource Center for additional copies, for response to particular inquiries, and to receive quarterly newsletter, "Information from HEATH/Closer Look."

PEOPLE WITH EXPERIENCE SERVING DISABLED STUDENTS ON COMMUNITY COLLEGE CAMPUSES

Leading Disabled Student Service Coordinators were identified and have agreed to be a resource about particular questions and ideas. You may contact them directly.

Ruben Russell, Director
Disabled Student Services
Northern Essex Community College
Elliott Street
Haverhill, MA 01830
(617) 374-0721

Colleen Fix, Director
Disabled Student Services
Miami-Dade Community College N.
Room 6113
113380 NW 27 Ave.
Miami, FL 33167
(305) 685-4542

Diane Canter, Coordinator
Disabled Students
Everett Community College
801 Wetmore Avenue
Everett, WA 98201
(206) 964-6570

Beverly McKee, Director
Resource Center for the Handicapped
San Diego Community College District
3375 Camino Del Rio
San Diego, CA 92108
(714) 230-2140

Merril Parra
Homebound Prog./Special Serv.
for the Handicapped
Queensborough Community College
Springfield Blvd and 56th Ave.
Bayside, NY 11364
(212) 631-6253

Edward L. Franklin, Director
Gallaudet College Extension Ctr.
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, KS 66210
(913) 677-8572

Ken Bosch
Community College of Denver
3645 W 112th Ave.
Westminster, CO 80030
(303) 466-8811

Prepared by Rhona C. Hartman, Director HEATH/Closer Look Resource Center with advice and cooperation from Carol Eliason, American Association of Community and Junior Colleges. September 1981

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Higher Education and the Handicapped / Closer Look Resource Center—a national clearinghouse on postsecondary education for disabled people · Post Office Box 1492, Washington, DC 20013 202/833-4707 (Voice/TTY)

ARE YOU LOOKING FOR INFORMATION ABOUT POSTSECONDARY EDUCATION?

. . . These resources can help

In recent years, postsecondary education has become a reality for more and more disabled students. Institutions have changed their policies, altered their facilities and developed new services, giving handicapped students the same opportunities as others to develop their full potential.

Continuing your education beyond high school involves many decisions and can raise many questions. How can I afford it? What special services will I need? How can I get them? These are some of the concerns we hear from students who write to us.

Listed below are books covering a variety of issues that can begin to answer the questions you may have. The books we have described have important information that may be useful to you. Some materials are free. For others, we have included the price — but check to see if the book is available in your school or neighborhood library before sending money.

HOW DO I PLAN AHEAD AND MAKE A CAREER CHOICE?

THE COLLEGE CONNECTION

Zola Dincin Schneider and Betty Good Edelson

This 96 page handbook provides information for students who are planning to attend college. It includes tips on interviewing, test-taking and completing applications. It also contains sections on reading college catalogues, using the directories and finding the funds. All aspects of college shopping are covered in this practical guide. Single copies are available for $3.25 from The College Connection, Box 4103, Chevy Chase, Maryland 20015. Maryland students add 15¢ sales tax ($3.40).

DIRECTORY OF ACCREDITED HOME STUDY SCHOOLS 1980-81

National Home Study Council, 1601 Eighteenth Street, N.W., Washington, D.C. 20009. Free

Home Study provides an opportunity for increasing your knowledge on a subject or learning a vocational skill at your own pace, at home. This booklet gives a partial list of subjects offered along with names and addresses of accredited home study schools.

A project funded by the U.S. Department of Education

1979 DIRECTORY OF RESOURCES FOR THE EDUCATION OF ADULTS

J. Nevins Robbins

An excellent book which provides sources of information for the education of adults, (handicapped, nonhandicapped and minorities) in school and non-school settings. Includes names and addresses of persons and organizations that provide services in the identification of appropriate resources. May be obtained from the National Center for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Or call toll free (800) 848-4815. Indicate Information Series No. 174. $13.00

EXPLORING CAREERS

U.S. Department of Labor, Bureau of Labor Statistics, Division of Occupational Outlook, Washington, D.C. Available from Government Printing Office, Washington, D.C. 20402. $10.00 (BLS Bulletin #2001)

This book was written for the junior high school student who is beginning to explore career possibilities. It describes various jobs within 14 different occupational groups (e.g. office occupations, sales, service, health, etc.). A description of each job includes information such as necessary qualifications, salary range, job characteristics. Also included are questions to ask yourself to help you to determine your suitability to a particular career.

GET CREDIT FOR WHAT YOU KNOW

Consumer Information, Pueblo, Colorado 81009. Free

An education fact sheet containing details of how to get high school and college credit without formal training.

A GUIDE TO POST-SECONDARY EDUCATIONAL OPPORTUNITIES FOR THE LEARNING DISABLED

Diane M. Ridenour and Jane Johnston. Time Out To Enjoy, Inc. 113 Garfield Street., Oak Park, Illinois 60304, 1981. $12.00

A state-by-state selected listing of 155 universities, colleges, technical schools and other postsecondary institutions which provide programs and services to students with learning disabilities. Information on admissions, support services, coursework modifications and graduation requirements is included in each description.

HANDBOOK OF TRADE AND TECHNICAL CAREERS AND TRAINING 1980-81

National Association of Trade and Technical Schools. 2021 K Street, N.W., Washington, D.C. 20006.

A free booklet which provides information on 100 careers that require a maximum of 2 years postsecondary training in accredited trade and technical schools in the U.S. Includes state-by-state listing of schools and offers tips on how to make career choices.

SEE MORE CLEARLY — Career and Life Planning for Teens with Physical Disabilities

Joyce Slayton Mitchell, Harcourt Brace Jovanovich, 757 Third Avenue, New York, N.Y., 1980. $8.95

Excellent practical information dealing with life planning and survival skills for people with physical handicaps. Discusses issues relevant to teenagers beginning with the area of coping with one's disability to developing viable educational and career decisions. Includes an appendix with good descriptive information and reading lists.

YOUR FUTURE: A GUIDE FOR THE HANDICAPPED TEENAGER

S. Norman Feingold and Norma R. Miller, Richard Rosen Press, Inc., New York, N.Y., 10010, 1981. $7.97

A practical guide which presents important steps to help a handicapped adolescent develop career plans and future goals. Many ideas and suggestions are offered by handicapped adults who are employed in various jobs. This book provides information on agencies, organizations and other sources which can assist students in their planning.

I WANT TO CONTINUE MY EDUCATION, BUT WHERE CAN I FIND THE MONEY?

AUXILIARY AIDS: A RESOURCE GUIDE FOR POSTSECONDARY SCHOOLS, REHABILITATION AGENCIES, AND HANDICAPPED INDIVIDUALS

U.S Department of Education, Office of Handicapped Concerns, December 1980.

This booklet details the Section 504 discussion of auxiliary aids, and summarizes the federal programs which offer financial assistance to institutions and handicapped postsecondary students who need special appliances or support services. There is a section on organizations which provide assistance and a directory of the ten Education Regional Technical Assistance Staffs. Single copies are available from the HEATH/Closer Look Resource Center.

FINANCIAL RESOURCES FOR DISABLED INDIVIDUALS

Institute for Information Studies. Available from the National Rehabilitation Information Center, 8th and Varnum Streets, N.E., The Catholic University of America, Washington, D.C. 20064. $1.00

A comprehensive book which serves as a practical source of information on financial resources for disabled people. It covers a broad range of programs which focus on basic living needs, education and employment.

FIVE FEDERAL FINANCIAL AID PROGRAMS, 1981-82, A STUDENT CONSUMER'S GUIDE

This booklet provides an overview of the various financial aid programs sponsored by the Federal Government. Eligibility requirements and the application process are discussed. Single copies are available free from the HEATH/Closer Look Resource Center.

HANDICAPPED STUDENTS AND FINANCIAL AID 1980-81

Mailing List Systems, Ltd., 7212 Lockport Place, Lorton, Virginia 22079. Free

This is a two record set (flexi-disc 33 1/3 rpm) which describes federal financial assistance programs and resources through a telephone conversation between a handicapped student and an advisor.

MEETING COLLEGE COSTS

College Board Publications Orders, Box 2815, Princeton, New Jersey 08541.

This free booklet contains clear and concise information to help you determine whether you are eligible for student financial aid. Also outlines the steps in the application process.

IS THERE INFORMATION ABOUT DEALING WITH DISABILITIES THAT MAY BE HELPFUL?

DISABLED WOMEN AND EQUAL OPPORTUNITY

Women's Educational Equity Communications Network. Available from HEATH/Closer Look Resource Center. Free

A bibliography of resources for physically disabled women and teachers, counselors, administrators and others responsible for providing accessible services. WEECN notes that very few materials exist solely from the perspective of disabled women.

A GUIDE TO COLLEGE/CAREER PROGRAMS FOR DEAF STUDENTS

Office of Demographic Studies, Gallaudet College, Kendall Green, 7th and Florida Avenue, N.E., Washington, D.C. 20002, January 1981.

This booklet describes 57 postsecondary programs in the United States and Canada that provide special services for deaf students. It serves as a useful reference source in helping students to select appropriate programs. Available free by request.

HANDBOOK FOR BLIND COLLEGE STUDENTS

National Federation of the Blind. 1800 Johnson Street, Baltimore Maryland 21230. $2.25

This booklet, in addition to lists of regional libraries, machine lending agencies, braille presses, print book enlargement agencies and magazines available through the Library of Congress, includes a collection of helpful tips and suggestions.

STEPS TO INDEPENDENCE FOR PEOPLE WITH LEARNING DISABILITIES

Dale Brown. Available from the HEATH/Closer Look Resource Center. Free

This book is a valuable resource for learning disabled people, their parents and concerned professionals. It presents clear, useful information and ideas to help learning disabled adults cope with their specific disability in order to become economically independent.

A TALKING MOUTH SPEAKS — ABOUT LEARNING DISABLED COLLEGE STUDENTS

Barbara Chesler. "A Song" P.O. Box 22206, Sacramento, California 95822. $3.50

A guide for postsecondary instructors, high school teachers and counselors to help them recognize and work with learning disabled students. Students may use this book in working with counselors to plan an effective educational program.

WHAT DO I HAVE TO KNOW TO MAKE IT ON MY OWN?

ATTENDEES AND ATTENDANTS: A GUIDEBOOK OF HELPFUL HINTS

Alfred H. DeGraff. College and University Personnel Association, Suite 120, 11 Dupont Circle, Washington, D.C. 20036. Payment of $4.00 per copy must accompany order.

This book provides practical guidance to both handicapped people and their attendants in managing a productive and mutually beneficial relationship. It is written for handicapped people who wish to manage their own attendant care and for prospective attendants who may have questions about the nature of the job and their aptitude for it.

DESIGN FOR INDEPENDENT LIVING: The Environment of Physically Disabled People

Raymond Lifchez and Barbara Winslow, Whitney Library of Design. Available from Billboard Publishing, Inc., 1515 Broadway, New York, N.Y., 10036, 1979. $25.00

This book discusses how the environment can be adapted to enable physically disabled people to live and work as independently as possible. Personal accounts of how people have adjusted in work and personal life are related. There are also chapters on architectural design and specific adaptations. Includes lots of excellent photographs.

HIRING AND SUPERVISING PERSONAL SERVICE PROVIDERS: A Guide

Institute for Information Studies. Available from the National Rehabilitation Information Center, 8th & Varnum Streets, N.E., The Catholic University of America, Washington, D.C. 20064. $1.00

An excellent "how-to" book for disabled people who require the services of attendants, notetakers or drivers in order to live independently. Funding sources, independent living centers, rehabilitation programs and other agencies are listed as resources.

REHABILITATION FOR INDEPENDENT LIVING — A SELECTED BIBLIOGRAPHY 1980

Dr. Lois O. Schwab. Available from Women's Committee, President's Committee on Employment of the Handicapped, Washington, D.C. 20210. Free

An up-to-date selected list of resources to assist handicapped people in different aspects of daily living.

THE SOURCE BOOK FOR THE DISABLED

Glorya Hale, Editor, Paddington Press Ltd, 95 Madison Avenue, New York, New York, 10016, 1979. $15.95 hardback, $9.95 softback. Bantam Books, Inc., 666 5th Avenue, New York, New York, 10103, 1981. $3.95 paperback

A valuable and comprehensive guide for physically disabled people and their families. Explains and explores available options and provides examples of the many aids which can make life fuller, more comfortable and more independent for a person with a handicap. Excellent resource listings of organizations, agencies and literature.

ARE THERE ANY SPECIAL ARRANGEMENTS THAT CAN BE MADE — TO HELP ME GET THE MOST OUT OF SCHOOL?

THE COLLEGE STUDENT WITH A DISABILITY: A Faculty Handbook

Lynn M. Smith. Available from the President's Committee on Employment of the Handicapped, Washington, D.C. 20201, 1980. Free

This book, while primarily a reference for faculty, contains good ideas for modifications and adaptations that can be used within classrooms by students with varying disabilities.

INFORMATION FOR STUDENTS WITH SPECIAL NEEDS — ADMISSIONS TESTING PROGRAM FOR THE COLLEGE BOARD 1980-81

ATP: Services for Handicapped Students, Institutional Services, Box 592, Princeton, New Jersey 08541 (609) 921-9000

This free 10-page booklet includes information about special testing arrangements that the ATP of the College Board provides to students with disabilities. Special editions (such as brailled or large print texts) of the Scholastic Aptitude Test (SAT), Test of Standard Written English (TSWE) and the Achievement Tests are available. Additionally, other arrangements can be made, including readers, writers and time extensions for completion of test.

SCIENCE FOR HANDICAPPED STUDENTS IN HIGHER EDUCATION: BARRIERS, SOLUTIONS AND RECOMMENDATIONS

Martha Redden, Cheryl Davis and Janet Brown, American Association for the Advancement of Science, 1776 Massachusetts Avenue., N.W., Washington, D.C. 20036. $3.00

Handicapped students and scientists, and administrators, faculty and counselors convened a conference to examine the barriers that handicapped students face in pursuing a postsecondary science education. The findings and recommendations are presented in this monograph.

ARE THERE PEOPLE OR GROUPS I CAN CONTACT FOR FURTHER INFORMATION?

EDUCATORS WITH DISABILITIES: A RESOURCE GUIDE

American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610 Washington, D.C. 20036 (202) 293-2450. $5.00

This publication is a nationwide directory of over 900 handicapped educators. Also includes results of a one year study of the experiences of disabled educators in regard to training, certification and employment in the field of education. Additionally, coping strategies of these professionals are discussed.

RESOURCE DIRECTORY OF HANDICAPPED SCIENTISTS

Janette Owens, Martha Redden and Janet Brown. American Association for the Advancement of Science, 1776 Massachusetts Avenue., N.W., Washington, D.C. 20036. $3.00 (Publication #78-13)

Contains the names and addresses of over 500 handicapped scientists in the country who responded to a survey conducted by the AAAS. These individuals, representing a wide range of disciplines and disabilities have been included in this directory to serve as resources/consultants to administrators, faculty and students.

The following resource lists are published and made available free of charge by Closer Look, P.O. Box 1492, Washington, D.C. 20013:

RESOURCES YOU SHOULD KNOW ABOUT . . . FOR PEOPLE WITH VISUAL IMPAIRMENTS

An extensive list of resources, including parent, consumer and service organizations and educational, medical and publication resources for people with visual handicaps.

THESE ORGANIZATIONS CAN HELP YOU

A fact sheet listing major national organizations of and for disabled people.

WHERE TO FIND HELP FOR PHYSICALLY DISABLED CHILDREN AND ADULTS

A list of national organizations and sources of special information for people with physical disabilities.

> NOTE: The books listed below would be useful for your counselor or advisor to have.

DIRECTORY OF NATIONAL INFORMATION SOURCES ON HANDICAPPING CONDITIONS AND RELATED SERVICES

U.S. Department of Health, Education and Welfare, Office of Human Development Services. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, 1980. $6.50 (ask for DHEW #80-22007).

This directory provides information on state, regional and local agencies and organizations that provide services to disabled people.

GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH PHYSICAL DISABILITIES

Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, Massachusetts 02138, 1977. $15.00

This manual can assist counselors and support personnel in working with handicapped high school students. Its purpose is to orient professionals to issues, practices, resources and materials that are related to serving students with physical disabilities and chronic health problems.

GUIDE TO THE SECTION 504 SELF-EVALUATION FOR COLLEGES AND UNIVERSITIES

G. Richard Biehl. Available from HEATH/Closer Look Resource Center. Free

This book provides valuable suggestions for handicapped students and campus administrators for working together to draw up plans to make college programs accessible. This document also includes listings for organizations and vocational rehabilitation agencies, and a bibliography of literature that provides additional information.

SCIENTIFIC AND ENGINEERING SOCIETIES: RESOURCES FOR CAREER PLANNING

Martha Ross Redden and Virginia Stern, editors. American Association for the Advancement of Science, Sales Office, 1500 Massachusetts Avenue, N.W., Washington, D.C. 20005.

Offers counselors and students an overview of the wide range of career possibilities in science and engineering based on information provided by 82 professional societies. To order, prepay $6.00 to AAAS.

This reading list was prepared by Susan Sorrells and Maxine Krulwich.

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Higher Education and the Handicapped / Closer Look Resource Center—a national clearinghouse on postsecondary education for disabled people - Post Office Box 1492, Washington, DC 20013 202/833-4707 (Voice/TTY)

LOOKING FOR WAYS TO SERVE DISABLED STUDENTS MORE EFFECTIVELY?

. . . These Resources Can Help

ADAPTING HISTORIC CAMPUS STRUCTURES FOR ACCESSIBILITY

Margaret Milner, Association of Physical Plant Administrators of Colleges and Universities, 1980. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. $4.50 (Stock No. 065-000-0034-2)

This book describes and illustrates ways in which traditional, older campus buildings have been modified creatively to make them physically accessible to disabled students. An appendix provides a list of physical plant directors and architects at institutions with successful projects. Excellent photographs.

ARCHITECTURAL ACCESSIBILITY FOR THE DISABLED ON COLLEGE CAMPUSES

Stephen R. Cotler, R.A. and Alfred DeGraff, 1976. Available from Architectural and Transportation Barriers Compliance Board, Washington, D.C. 20201, 1976. Free

A guide to architectural criteria used to design and adapt campuses in a cost effective manner. Also includes essential information necessary to provide for the diversity of physical handicaps in the college setting.

ASSURING ACCESS FOR THE HANDICAPPED

Martha Ross Redden, Guest Editor. Available from Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104, 1979. $6.95 prepaid, $7.95 billed.

This book is part of the Jossey-Bass series, "New Directions in Higher Education." It is a compilation of articles written by professionals in the field of postsecondary education. The chapters move from individual perspectives about the experiences of handicapped students to the practical concerns of faculty members and administrators. The book gives answers to frequently raised questions, advice about legal issues, and examples of how institutions have created and assured access.

A project funded by the U.S. Department of Education

AUXILIARY AIDS: A RESOURCE GUIDE FOR POSTSECONDARY SCHOOLS, REHABILITATION AGENCIES AND HANDICAPPED INDIVIDUALS

U.S. Department of Education, Office of Handicapped Concerns, December 1980. Available from the HEATH/Closer Look Resource Center.

This booklet details the Section 504 discussion of auxiliary aids, and summarizes the federal programs which offer financial assistance to institutions and handicapped postsecondary students who need special appliances or support services. There is a section on organizations which provide assistance and a directory of the ten Education (ED) Regional Technical Assistance Staffs.

A BASIC LAYMAN'S GUIDE TO CAMPUS DISABILITIES

Compiled by Alfred H. DeGraff. Available from the HEATH/Closer Look Resource Center.

Defines various disabilities using clear, non-technical language, and explains how a specific disability might affect an individual's activities.

CAREER COUNSELING AND JOB PLACEMENT OF DISABLED STUDENTS AT TWO-YEAR COLLEGES: A GUIDE

Jay Watkins, Editor, 1979. Available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210, ED #187352. $15.20 plus $2.22 postage for book, or $1.09 for microfiche.

This guide organizes information generated in recent years related to career and job development, and placement of disabled college students. It presents a sampling of concepts, experiences, activities, and resources contributed by practitioners at colleges throughout the country.

CAREER EDUCATION AND PLACEMENT OF STUDENTS WITH DISABILITIES: HOW ACCESSIBLE ARE THEY — REALLY?

G. Ruth Kukiela Bork, 1980. Available from the HEATH/Closer Look Resource Center.

This paper is addressed to career counselors who work with handicapped students. It discusses barriers and means of eliminating them, so that handicapped students can be treated equitably in the placement process. Practical advice and resources are provided.

COLLEGE FOR THE PHYSICALLY HANDICAPPED (A Paper For Those Who Counsel or Teach College Students Who Are Physically Handicapped.)

Prepared by McLennan Community College, Waco, Texas. Available from the HEATH/Closer Look Resource Center.

Background information concerning students with different disabilities, including specific suggestions for counselors who advise handicapped students.

THE COLLEGE STUDENT WITH A DISABILITY: A FACULTY HANDBOOK

Lynn M. Smith. Available from The President's Committee on Employment of the Handicapped, Washington, D.C. 20210, 1980. Single copy is free.

This book serves as a useful guide to accommodations that may be needed when a disabled student is in the classroom. Contains ideas for modifications and adaptations for specific disabilities, and for varying severities of disabilities. Also contains a glossary of terms and a reference guide to resources.

THE COST OF ACCESSIBILITY

Mainstream, Inc. and William Cochran Associates, P.C. Mainstream, Inc. 1200 15th Street, N.W., Washington, D.C. 20005, 1978. Free

This report suggests methods of meeting barrier-free design standards using cost effective measures. Mainstream and its consultants advocate an approach of creative space management and accessibility that is as effective and less costly than total barrier-free modification.

THE COUNSELOR'S HANDBOOK

U.S Department of Education, Office of Financial Assistance, Divisions of Training and Dissemination, Room 4661, ROB #3, 7th & D Streets, S.W., Washington, D.C. 20202. Free

Describes financial aid programs sponsored by the Federal Government. Includes application procedures, eligibility requirements, and sources of information for specific programs.

DIRECTORY OF NATIONAL INFORMATION SOURCES ON HANDICAPPING CONDITIONS AND RELATED SERVICES

U.S. Department of Health, Education and Welfare, Office of Human Development Services. Available from Superintendent of Documents, U.S. Government Printing Office, Washington,D.C. 20402, 1980. $6.50 (ask for DHEW #80-22007)

This directory provides information on state, regional and local agencies and organizations that provide services to disabled people.

DISABILITY: THE COLLEGE'S CHALLENGE

John P. Hourihan, Ed. Available from the Department of Special Education, Teachers College, Columbia University, Box 223, New York, New York 10027, 1980. Free

A collection of articles on a variety of issues of importance to disabled college students, counselors and administrators. Topics include career counseling, homebound programs, financing programs.

THE DISABLED COLLEGE FRESHMAN

President's Committee on Employment of the Handicapped, Washington, D.C. 20201. Free

Contains portions of a survey conducted by the Cooperative Institutional Research Program. Compares data on incoming handicapped and non-handicapped college freshmen in areas such as income, funding, academic and career goals and age. The survey was conducted in 1978.

EDUCATORS WITH DISABILITIES: A RESOURCE GUIDE

American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036, 1981. $5.00

This publication is a nationwide directory of over 900 handicapped educators. Also includes results of a one year study of the experiences of disabled educators in regard to training, certification and employment in the field of education. Additionally, coping strategies of these professionals are discussed.

FACTS ABOUT HANDICAPPED PEOPLE

The President's Committee on Employment of the Handicapped, Washington, D.C. 20210, 1980. Free

This short brochure offers basic facts, substantiated with statistics, which help to eliminate misconceptions about people with handicaps.

GUIDANCE, COUNSELING AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH PHYSICAL DISABILITIES

Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, Massachusetts 02138, 1977. $15.00

This manual can assist counselors and support personnel in working with handicapped high school students. Its purpose is to orient professionals to issues, practices, resources and materials that are related to serving students with physical disabilities/chronic health problems.

A GUIDE TO POST-SECONDARY EDUCATIONAL OPPORTUNITIES FOR THE LEARNING DISABLED

Diane M. Ridenour and Jane Johnston. Time Out To Enjoy, Inc., 113 Garfield Street, Oak Park, Illinois 60304, 1981. $12.00

A state-by-state selected listing of 155 universities, colleges, technical schools and other postsecondary institutions which provide programs and services to students with learning disabilities. Information on admissions, support services, coursework modifications and graduation requirements is included in each description.

GUIDE TO SECTION 504 SELF-EVALUATION FOR COLLEGES AND UNIVERSITIES

G. Richard Biehl, 1978. Out of print but a copy was sent to each college or university business officer.

This book provides valuable suggestions for handicapped students and campus administrators for working together to draw up plans to make college programs accessible. This document also includes listings of organizations and state vocational rehabilitation agencies, and a bibliography of literature that provides additional information.

INFORMATION FOR COUNSELORS AND ADMISSIONS OFFICERS

ATP: Services for Handicapped Students, Institutional Services, Box 592, Princeton, New Jersey 08541.

A free fact sheet designed especially for high school guidance counselors and college admissions officers which provides information on special testing arrangements offered by the ATP of the College Board.

ISSUES AND ANSWERS FOR IMPLEMENTING SECTION 504

National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036. Free

NACUBO's Task Force on Section 504 developed this monograph to address and clarify many of the complex issues and questions related to higher education's implementation of Section 504.

"MAINSTREAMING PERSONAL CARE ATTENDANT SERVICES" in American Rehabilitation, Nov/Dec 1980, Vol 6, No. 2.

By Paul Kahn. Available from U.S. Government Printing Office, Washington, D.C. 20402. $2.00 per single copy. (Check made out to Superintendent of Documents.)

Following a survey of disabled people who use Personal Care Attendants (PCA's) the author examines the reasons for the high turnover rate of these service providers. Recommendations to solve this problem are offered.

POST-SECONDARY VOCATIONAL EDUCATION FOR THE HANDICAPPED POLICY PAPER SERIES: DOCUMENT 3

James P. Greenan, Ed. Leadership Training Institute/Vocational and Special Education, College of Education, University of Illinois at Urbana — Champaign, Illinois 61801, 1980. Free

Contains a series of papers which identify and address several issues relating to the provision of postsecondary vocational education services to handicapped learners. Some of the topics covered include legislative issues, state planning, support services and articulation.

PROCEEDINGS OF THE NATIONAL CONFERENCES ON DISABLED STUDENTS IN POSTSECONDARY EDUCATION

Available from Handicapped Student Services, Wright State University, Dayton, Ohio 45435.

The proceedings are contained in separate annual volumes. Issues addressed include program access, career planning, student advocacy, in-service training, campus support service systems, long-range planning. The volume titles and prices are listed below:

> *Disabled Students on American Campuses: Services and the State of the Art, 1977. $2.50*
>
> *Change Strategies and Disabled Persons: Postsecondary Education and Beyond, 1978. $3.25*
>
> *The Handicapped Student on College Campuses — Advocacy, Responsibility and Education, 1980. $3.25*
>
> *The Accessible Institution of Higher Education: Opportunity, Challenge and Response, 1981. Contact Handicapped Student Services at Wright State University for price.*

REHABILITATION FOR INDEPENDENT LIVING — A SELECTED BIBLIOGRAPHY 1980

Dr. Lois O. Schwab. Available from Women's Committee, President's Committee on Employment of the Handicapped, Washington, D.C. 20010. Free

An up-to-date selected list of resources to assist handicapped people in different aspects of daily living.

RESOURCE DIRECTORY OF HANDICAPPED SCIENTISTS

Janette Owens, Martha Redden & Janet Brown. American Association for the Advancement of Science, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1978. Publication #78-13. $3.00

Contains the names and addresses of over 500 handicapped scientists in the country who responded to a survey conducted by the AAAS. These individuals, representing a wide range of disciplines and disabilities have been included in this directory to serve as resources/consultants to administrators, faculty and students.

RESOURCE GUIDE TO LITERATURE ON BARRIER-FREE ENVIRONMENTS WITH SELECTED ANNOTATIONS 1980

Architectural and Transportation Barriers Compliance Board, Washington, D.C. 20202. Free

Includes over 1500 citations of literature relating to this growing field of interest. This guide covers a broad range of materials and is of value to professionals, handicapped people and the general public.

SCIENCE FOR HANDICAPPED STUDENTS IN HIGHER EDUCATION: BARRIERS, SOLUTIONS AND RECOMMENDATIONS

Martha Ross Redden, Cheryl Davis and Janet Brown. American Association for the Advancement of Science, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1979. $3.00

Students and scientists with disabilities met with administrators, faculty and counselors at a conference to examine the barriers that handicapped students face in pursuing a postsecondary science education. The findings and recommendations are presented in this monograph.

SCIENTIFIC AND ENGINEERING SOCIETIES: RESOURCES FOR CAREER PLANNING

Compiled by Virginia W. Stern and Martha R. Redden. American Association for the Advancement of Science, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036, 1980. $6.00

This resource directory contains detailed information from 88 professional associations on career planning and opportunities in the sciences and engineering. Each entry includes an overview of the association's activities, employment setting and contact person. Also contains an "Index of Careers" to assist an individual to begin to make career choices.

SERVING HANDICAPPED STUDENTS

Hazel Z. Sprandel and Marlin R. Schmidt Editors, Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, California 94104, 1980. $6.95

This volume in the "New Directions" series can assist professionals in postsecondary education in meeting the needs of handicapped students more effectively. It addresses such issues as handicap awareness within institutions, barrier-free environments, increased costs and in-service training. Human resources and literature references supplement this book.

STEPS TOWARD ACCESSIBILITY

Association of Physical Plant Administrators of Universities and Colleges, 11 Dupont Circle, Suite 250, Washington, D.C. 20036, 1979. $5.50

Reports the progress campuses have made in achieving accessibility and presents practical and economical solutions campuses have applied to accessibility problems. Other APPA publications include: Modifying the Existing Campus Building for Accessibility: Construction Guidelines and Specifications, and Catalogue of Accessible Building Products. A limited number are available from the HEATH/Closer Look Resource Center.

STRATEGIES FOR PAINLESS CAMPUS ACCESSIBILITY

Alfred H. DeGraff, 1980. Available from the HEATH/Closer Look Resource Center.

This paper discusses barriers to physical and programmatic accessibility on campuses. Describes methods of eliminating these barriers without financial burden, such as increasing awareness, coordinating efforts and using practical common sense solutions.

A TALKING MOUTH SPEAKS — ABOUT LEARNING DISABLED COLLEGE STUDENTS

Barbara Chesler. "A Song", P.O. Box 22206, Sacramento, California 95822, 1980. $3.50

A guide for postsecondary instructors, high school teachers and counselors to help them recognize and work with learning disabled students. Students may use this book in working with counselors to plan an effective educational program.

This reading list was prepared by Susan Sorrells and Maxine Krulwich.

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